REPORT RESUMES

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AN INSTRUCTIONAL PROGRAM FOR TEACHERS OF OCCUPATIONAL TRAINING PROGRAMS UTILIZING HOME ECONOMICS KNOWLEDGE AND SKILL. FINAL REPORT.

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DESCRIPTORS- *OCCUPATIONAL HOME ECONOMICS, CHECK LISTS, QUESTIONNAIRES, BIBLIOGRAPHIES, *TEACHER WORKSHOPS, SERVICE OCCUPATIONS, PROGRAM PLANNING, *PROGRAM DEVELOPMENT, CURRICULUM DEVELOPMENT, PROGRAM EVALUATION, HOME ECONOMICS SKILLS, PROGRAM DESCRIPTIONS,

TWENTY-SEVEN TEACHERS FROM SIX STATES ENROLLED IN A 5-WEEK PROGRAM FOR THREE SEMESTER HOURS OF CREDIT TO PREPARE THEM FOR THE RESPONSIBILITIES OF PLANNING AND CONDUCTING OCCUPATIONAL PROGRAMS. AN INSTITUTE FOR THE PURPOSE OF TEACHING BASIC KNOWLEDGE, ABILITIES, AND ATTITUDES CONSIDERED ESSENTIAL FOR TEACHERS OF OCCUPATIONAL PREPARATION CLASSES IN HOME ECONOMICS EDUCATION WAS HELD ON THE CAMPUS OF THE UNIVERSITY OF KENTUCKY DURING THE FIRST 3 WEEKS OF THE PROGRAM, AND THE TEACHERS RETURNED TO THEIR SCHOOLS AND COMMUNITIES TO IMPLEMENT INSTITUTE LEARNINGS IN FIELD STUDIES AT THE LOCAL LEVEL DURING THE LAST 2 WEEKS. INSTRUCTION WAS PRESENTED FOR MAKING JOB ANALYSIS, PLANNING COURSE OUTLINES IN THE OCCUPATIONAL AREAS OF CLOTHING, CHILD DEVELOPMENT, AND FOODS, AND IN IMPLEMENTING OCCUPATIONAL PREPARATION PROGRAMS. BOTH THE FIELD STUDIES AND THE INSTRUCTIONAL PROGRAM WERE EVALUATED IN A FINAL 2-DAY CAMPUS SESSION. A CHECKLIST DEVICE USED AS A PRE-, MID-, AND POST-TEST, AND A SENTENCE-COMPLETION DEVICE WERE EVALUATION INSTRUMENTS. THE TEACHERS FELT THAT PARTICIPATION IN THE PROGRAM HAD MADE THEM MORE ADEQUATELY PREPARED FOR TEACHING IN THE OCCUPATIONAL PHASE OF HOME ECONOMICS PROGRAMS. THE APPENDIX CONTAINS AN EIGHT-PAGE BIBLIOGRAPHY, WORK FORMS, CHECKLISTS, QUESTIONNAIRES, SAMPLE FIELD STUDY REPORTS, AND COMPARATIVE STATISTICS ON PARTICIPANT PROGRESS. (FP)

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FINAL REPORT

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September 1966

U.S. DEPARTMENT OF
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ANNA M. GORMAN

September 1966

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University of Kentucky
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Lexington, Kentucky

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A. INSTRUCTIONAL PROGRAM

1. Organization

Purpose

The purpose of the Instructional Program was to prepare a group of home economics teachers for responsibilities in occupational training programs. The intent was to enroll teachers of home economics in the Instructional Program who have responsibilities for occupational preparation programs during the school year of 1966-67, and those teachers who are making plans to have programs in the near future.

Need

Occupational preparation programs involving home economics knowledge and skill are emerging on the educational scene throughout the United States. The problem of preparing teachers for the occupational aspect of home economics was the concern which initiated the development of the Instructional Program proposal. There was a definite need for studying what happens to a group of teachers of home economics, with a background of preparation for teaching homemaking, who participate in an instructional program designed to prepare them for teaching the occupational aspect of home economics.

Objectives

The Instructional Program was planned having four general objectives. They were:

1. To help prepare a group of teachers for teaching in occupational training programs -- concentrating on child development area, food services, and clothing services.
2. To afford an opportunity to revise or develop course outlines needed by teachers in occupational training programs.
3. To serve as a guide for evaluating the subject matter content needed for preparing a group of certified home economics teachers for proficiency in conducting occupational training programs.
4. To enable the program of planners to evaluate a three-week Institute and a two-week Field Study.

Design

The Instructional Program was five weeks in length. The Institute part was a three-week period of study on the campus of the University of Kentucky, July 5-22, 1966. The Field Study part was a two-week period of planned experiences conducted at the local level, July 18 - August 12, 1966. The last two days of the Field Study, the participants returned to the University of Kentucky and evaluated the Instructional Program.

The Institute was planned to:

1. Introduce new knowledge and understandings of the occupational preparation phase of home economics.
2. Assist in gaining appreciation for the occupational training program.
3. Afford an opportunity to prepare materials which would be helpful in conducting the program.
4. Enable the participants to plan what they would need to accomplish their objectives during the Field Study.

The Field Study was planned to:

1. Give the teacher an opportunity to execute a plan at the local level which would fulfill a need for having an effective occupational preparation program.
2. To hold a seminar to discuss problems they solved during the Field Study, plans they made for the future, and problems they need help in solving.

The participants in the Instructional Program came from six states -- Indiana, Kentucky, Missouri, South Carolina, Tennessee, and Virginia. They were selected by the following procedure.

1. State supervisors, from states suggested by personnel from Washington, D.C., were contacted by letter. The objectives, criteria for participation, and expenses were outlined (Appendix, A-1, p. 44), (Appendix, A-2, p. 45).
2. The Investigator, upon receiving replies from the supervisors, wrote a letter of invitation to the suggested teachers of home economics (Appendix, A-3, pp. 46-47).
3. When the teachers of home economics returned the "Acceptance of Invitation" form (Appendix, A-4, p. 48), a packet of materials, relating to room arrangement, enrollment at the University of Kentucky, and data regarding University of Kentucky and Lexington, was sent.

Thirty participants were specified in the Instructional Program proposal. Twenty-seven teachers participated -- four from Indiana, 14 from Kentucky, four from Missouri, two from South Carolina, one from Tennessee, and two from Virginia.

One of the criterion for issuing and accepting the invitation to participate was that the person would agree to enrollment in a graduate class for three semester hours of credit. Six enrolled as special students, and 21 enrolled as graduate students. All 27 received three semester hours of credit.

2. Instructional Staff

Investigator

Dr. Anna M. Gorman
Associate Professor, Home Economics Education
College of Education
University of Kentucky
Lexington, Kentucky

Coordinator of the Institute

Mrs. Inez Hill
Assistant Professor, Home Economics Education
College of Education
University of Kentucky
Lexington, Kentucky

Assistant Coordinator

Mrs. Sarah Henry
Home Economics Education
College of Education
University of Kentucky
Lexington, Kentucky

Home Economics Visiting Consultants

Child Development

Miss Janet Fentress
Penta County Vocational School
Oregon Road
Perrysburg, Ohio

Clothing Services

Mrs. Betty Copelan
Hoke Smith Technical School
535 Hill Street, S.E.
Atlanta, Georgia

Food Services

Mrs. Nell Buice
Hoke Smith Technical School
535 Hill Street, S.E.
Atlanta, Georgia

Other Consultants

Surveys and Job Analysis, Administrative Responsibilities, Advisory Committee

Miss Mary Lois Williamson
State Director, Home Economics Education
State Department of Education
Frankfort, Kentucky

Miss Mary Bell Vaughan
Assistant State Director, Home Economics Education
State Department of Education
Frankfort, Kentucky

Instruction and Supervision Techniques

Mrs. Evangeline Kelsay
Assistant Professor, Home Economics Education
College of Education, Dickey Hall, Room 19
University of Kentucky
Lexington, Kentucky

Interview Techniques

Miss Carol Van Tassel
Research Associate, Human Resources
Vocational Research Coordinating Unit in Kentucky
Taylor Education Building
University of Kentucky
Lexington, Kentucky

Job Placement and Follow-up

Mr. Devert Owens
Assistant Professor, Technical Education
College of Education, Dickey Hall, Room 35
University of Kentucky
Lexington, Kentucky

Principles of Learning

Dr. Carl Lamar, Director
Research Coordinating Unit
Division of Vocational Education
College of Education
University of Kentucky
Lexington, Kentucky

Labor Laws and Regulations

Dr. Carl Cabe
State Commissioner of Labor
Frankfort, Kentucky

Social Security

Mrs. Delphia Davis
Social Security Office
Lexington, Kentucky

Techniques of Working with School Administrators

Dr. James Kincheloe
Professor, Administration and Supervision
College of Education
University of Kentucky
Lexington, Kentucky

Techniques of Working with Employers

Dr. Harold Binkley
Chairman, Division of Vocational Education
College of Education
University of Kentucky
Lexington, Kentucky

Mr. Clayton Riley, Director
Demonstration Center
Agriculture Occupations
Reidland, Kentucky

3. Participants in the Instructional Program

1. Allen, Mrs. Carol. Catlettsburg High School, Catlettsburg, Kentucky. 331 Riverside Drive, Russell, Kentucky. (Food Occupations)

2. Billings, Mrs. Elizabeth. Ashland Public Schools, Ashland, Kentucky. 1134 Oak Avenue, Ashland Kentucky.

3. Couch, Mrs. Sue. Daviess County High School, Owensboro, Kentucky. 208 Whittier Drive, P.O. Box 162, Owensboro, Kentucky. (Food Service)

4. Etter, Mrs. BarBara. Paducah Tilghman High School, Paducah, Kentucky. 2104 Monroe Street, Paducah, Kentucky. (Child Care Aide)

5. Fleming, Mrs. Ilene. F. J. Reitz High School, Evansville, Indiana. 1101 South Frederick, Evansville, Indiana. (Food Service)

6. Gant, Mrs. Katherine. White County High School, Sparta, Tennessee. 119 Mitchell Street, Sparta, Tennessee.

7. Goodrich, Miss June. Northern Kentucky Vocational School, Covington, Kentucky. 130 Center Street, Apt. C., Florence, Kentucky. (Up grading Child Care Workers and Women's Garment Alterations)

8. Gregory, Mrs. Carriebelle. Matthew E. West High School, Hardeeville, South Carolina. (Food Service)

9. Hardin, Mrs. Ann. Seneca High School, Louisville, Kentucky. 2812 Woodward Drive, Louisville, Kentucky, 40220.

10. Hawkins, Mrs. Lena. Central High School, Louisville, Kentucky. 1314 South 43rd Street, Louisville, Kentucky, 40211.

11. Johnson, Mrs. Lucille. Springfield Public Schools, Springfield, Missouri. 517 South Prince Lane, Springfield, Missouri. (Home Decorating Service and Supervised Food Service)

12. Lowe, Mrs. Phyllis. Airport Multi-Occupational Training School, Sikeston, Missouri. Juan Don Trailer Park, Sikeston, Missouri. (Basic Foods)

13. Miller, Mrs. Elizabeth. Todd County High School, Elkton, Kentucky. Route 2, Elkton, Kentucky. (Food Service)

14. Miracle, Mrs. Geraldine. Jeffersonville City Schools, Jeffersonville, Indiana. 3510 Newburg Road, Louisville, Kentucky. (Clothing Construction Aide)

15. Oates, Mrs. Mary. Madisonville High School, Madisonville, Kentucky. 981 Skyline Drive, Madisonville, Kentucky. (Food Service)

16. Owen, Mrs. Rachel. West Junior High School, Columbia, Missouri. 308 Loch Lane, Columbia, Missouri.

17. Patton, Mrs. Floy. Bryan Station Senior High School, Lexington, Kentucky. 323 Eastin Road, Lexington, Kentucky.

18. Perkinson, Mrs. Kathleen. Bowling Green High School, Bowling Green, Kentucky. 611 Lynnwood Drive, Bowling Green, Kentucky. (Food Service and Child Care Aide)

19. Reynolds, Mrs. Martha. Fayette County Board of Education, Lexington, Kentucky. 394 Sheridan Drive, Lexington, Kentucky. (Food Service Supervisors)

20. Ross, Mrs. Josephine. Granby High School, Norfolk, Virginia. 773 Castleton Place, Norfolk, Virginia, 23505.

21. Savedge, Mrs. Dorothy. School Administration Annex, Norfolk, Virginia. 7721 Cortlandt Place, Norfolk, Virginia. (Homemaker's Assistant)

22. Shelby, Mrs. Gladys. Paducah Tilghman High School, Paducah, Kentucky. 1229 Sanders Avenue, Paducah, Kentucky. (Clothing Construction Aide)

23. Terrell, Mrs. Thelma. Southwest School Corporation, Sullivan, Indiana. R.R. #5, Sullivan, Indiana. (Food Service)

24. Thomson, Mrs. Mabel. Sally Wagner Vocational School, Sally, South Carolina. 870 Azalea Place, Aiken, South Carolina. (Food Service)

25. Topping, Mrs. Barbara. Indiana State University Laboratory School, Terre Haute, Indiana. 101 Oakwood Drive, R.R. #7, Terre Haute, Indiana. (Food Service)

26. Voll, Mrs. Mallie. Southern High School, Louisville, Kentucky. 1312 Oak Hill Road, Louisville, Kentucky, 40213.

27. White, Mrs. Bernelle. West Junior High School, Kansas City, Missouri. 1225 Stratford Road, Kansas City, Missouri. (Exploratory work in minor clothing alterations, laundry work, day nursery, homemaker's assistant, and catering)

B. INSTITUTE

1. Organization

Purpose

The Institute was organized for the purpose of teaching the basic knowledge, abilities, and attitudes considered essential for teachers' of occupational preparation classes in home economics education.

Objectives

The objectives for the Institute were developed by the members of the Home Economics Education faculty at the University of Kentucky in cooperation with the supervision staff in Home Economics Education, State Department of Education. The general objectives are enumbered on page 1 of this report. The specific objectives were as follows:

To understand and appreciate opportunities in the world of work and the implications for home economics.

To understand the competencies needed to determine specific occupations for training programs at the local level.

To understand the essentials of a course outline based on a job analysis.

To learn to select, organize and work with an advisory committee in developing an occupational preparation program.

To understand the Vocational Act of 1963 as it applies to home economics.

To overview the occupational opportunities relating to home economics.

To understand the need for a job analysis and how to make one.

To rethink the principles and techniques of instruction and supervision, applied to occupational preparation programs.

To understand some criteria for selecting persons for enrollment in specific occupational preparation programs.

To learn ways to adapt or provide needed facilities, supplies and teaching materials for an occupational program.

To develop an understanding of the importance of interpreting occupational training programs and some methods of interpretation.

To understand the importance of teaching for salable skills and some techniques of skill development.

To profit from the experiences of teachers who have conducted occupational preparation programs.

To understand administrative procedures and/or requirements for an occupational program.

To understand the significance of extended laboratory experiences and factors in arranging and supervising this phase of instruction.

To apply the basic principles of evaluation to the occupational preparation aspect of home economics education.

To understand principles and procedures of placement and follow-up of trainees on the job.

To understand the laws and regulations affecting occupational preparation programs.

Class Sessions

The Institute was three weeks in length. Classes were held daily from 10:30 a.m. until 3:30 p.m. Reference materials were made available in a separate room, next to the classroom. The materials were available for use when class was not in session.

Field trips were arranged for conducting job analysis studies in the Lexington area, and these were conducted during class hours. Food demonstrations were given in the kitchen unit in the building, and the clothing and child care demonstrations were conducted in the classroom.

2. Objectives, Schedule, and Highlights

The objectives for the Institute gave direction for the preliminary planning of the content, activities, and use of consultants. The results of the evaluation of the pilot programs in Kentucky, also, served to give further direction for specific planning of objectives and learning experiences.

The principal investigator, coordinators, and participants revised tentative plans as the Institute progressed in order to better meet the needs of the group.

__First Week__

Objectives

To understand and appreciate opportunities in the World of Work and the implications of home economics education.

To understand the competencies needed to determine specific occupations for training programs at the local level.

To understand the essentials of a course outline based on a job analysis.

To learn to select, organize, and work with an advisory committee in developing an occupational preparation program.

To understand the Vocational Act of 1963 as it applies to home economics education.

To overview the occupational opportunities relating to home economics education.

To understand the need for a job analysis and how to make one.

Schedule of Content

Tuesday, July 5

Get-acquainted Session
Welcome to the University - Binkley
Organizational Meeting - Gorman
Overview of Plans for the Institute - Hill
People and the World of Work - Henry
Analysis and Implications of Vocational Act of 1963 - Hill
Overview of Occupations in Home Economics Areas - Gorman

Wednesday, July 6

Determining Appropriate Occupational Programs - Henry
Organizing and Working with Advisory Committees - Williamson
Interview Techniques - Van Tassel
Importance of Surveys and Job Analyses - Vaughan

Thursday, July 7

Basic Essentials of Course Outlines Based on the Job Analysis - Hill
Group Work in Analyzing Course Outlines and Content in Home Economics Occupational Preparation Courses - Henry
Directions and Discussion of a Job Observation Experience - Henry

Friday, July 8

Individual or Small Group Visits to Local Establishments in Food, Clothing, or Child Care Services for the Purpose of Making a Job Analysis.

Individual Study and Conferences on Campus

Highlights

Activities during the first week of the Institute provided some background information and experiences in the occupational preparation phase of home economics education.

A highlight of this week was the job observation experience in businesses related to foods, child care, and clothing. The purpose of this experience was to provide an opportunity for participants to make a job analysis and observe conditions in an actual work situation. Background study in making a job analysis preceded the observations. Arrangements were made by the coordinator and assistant with approximately fifteen establishments. The participants went individually or in small groups to places such as restaurants, hotels, day-care centers, alteration shops, and clothing stores where they spent several hours observing and discussing the work with employers and workers.

Each class member prepared a job analysis using information gained from the observation plus the use of resources including the Dictionary of Occupational Titles.

Oral reporting of the visits provided an opportunity for a sharing of experiences with the class. For some, this was their introduction into direct contact with the working world.

The teachers were enthusiastic about their findings from this experience and reference was made to this experience throughout the Institute.

Second Week

Objectives

To rethink the principles and techniques of instruction and supervision, applied to the occupational preparation programs.

To understand some criteria for selecting persons for enrollment in specific occupational preparation programs.

To learn ways to adapt or provide needed facilities, supplies and teaching materials for an occupational program.

To develop an understanding of the importance of interpreting occupational training programs and some methods of interpretation.

To understand the importance of teaching for salable skills and some techniques of skill development.

To profit from the experiences of teachers who have conducted occupational preparation programs.

Schedule of Content

Monday, July 11

Reports of Job Observations - Class members
Principles of Learning as They Relate to Employment Education - Lamar
Description of Teaching Situation, Program and Course Outline for Occupations in Child Care - Fentress

Tuesday, July 12

Small Group or Individual Conferences with Child-Care Consultant
Description of Teaching and Employment Situation at Hoke Smith Technical School - Copelan
Panel Discussion involving Fentress, Copelan and Buice on: Experiences in Making Job Analyses. Determining Job Opportunities, and Guidance Information for Trainees
Teaching for Occupational Skill in Child Care Area - Fentress
Explanation of Programs and Course Outline in Clothing Related Occupations - Copelan

Wednesday, July 13

Small Group or Individual Conferences with the three Consultants
Symposium on Trainee Evaluation and Placement - Consultants
Teaching for Occupational Skill in the Clothing Area - Copelan
Explanation of Program and Course Outline for Food Occupations - Buice

Thursday, July 14

Conferences - Buice
Demonstrating Teaching for Occupational Skill in Food Occupations - Buice
Discussion of Plans for Two-weeks of Field Experience - Gorman and Henry
Interpretation of Program to Trainees and the Public - Buice

Friday, July 15

Conferences - Buice
Facilities for Teaching Food Service Occupations - Buice
Selection of Trainees for Food Service Occupations - Buice
Summary of General Principles of Trainee Selection - Henry
Small Group Discussion on Commonalities among Training Programs in Foods, Clothing, and Child Care as Presented by Consultants
Reports from Groups - Hill
Summary of Big Ideas Gained This Week - Gorman
Presentation and Discussion of Plans for Coming Week

Highlights

Highlighting the second week were the contributions made by the three consultants for the occupational areas of clothing, child development, and foods.

The consultants explained their occupational training programs and the relationship with the schools' curricula. Their course outlines were explained and copies given to the participants in the Institute. Many materials developed by consultants were given to the group. The consultants shared experiences in teaching for skill development in their respective areas and gave demonstrations on teaching for skills.

Facilities, teaching materials and references used with trainees were described and illustrated. Each consultant brought teaching aids and references to the Institute.

Opportunities were provided for participants to have individual and group conferences with the consultants.

The consultants appeared once as a panel then gave individual presentations. The consultants reinforced, through their experiences, some of the information presented to date in the Institute such as the utilization of an advisory committee.

On Friday after the last consultant's appearance, the class was divided into small groups to discuss commonalities derived from all consultants. Generalizations arrived at were shared with the class.

Third Week

Objectives

To understand administrative procedures and/or requirements for an occupational program.

To rethink the principles and techniques of instruction and supervision as applied to occupational preparation programs.

To understand the significance of extended laboratory experiences and factors in arranging and supervising this phase of the instructional program.

To apply the basic principles of evaluation to the occupational preparation aspect of home economics education.

To understand principles and procedures of placement and follow-up of trainee on a job.

To learn ways to adapt or provide needed facilities, supplies and teaching materials for an occupational program.

To develop an understanding of the importance of interpreting occupational training programs and some methods of interpretation.

To understand the laws and regulations affecting occupational preparation programs.

Schedule of Content

Monday, July 18

Report of Plans for Field Study Experiences - Participants
General Principles of Supervision as Related to Work Experience - Kelsay
Work Experience Problems and Solutions - Teachers of the Pilot Programs in Kentucky
Administrative Arrangements, Records, and Reports for Occupational Preparation Programs - Williamson

Tuesday, July 19

Evaluation Devices and Tests in Occupational Preparation Programs - Gorman
Techniques in Working with Employers in Occupational Preparation Programs - Riley
Questions from Participants

Wednesday, July 20

Job Placement and Follow-Up of Trainees - Owens
Laws and Regulations Affecting Workers - Cabe
Social Security Information - Davis

Thursday, July 21

Facilities and Teaching Aids for Occupational Preparation Programs - Henry and Hill
Sharing of Work on Course Outlines - Participants

Friday, July 22

Sharing of Work on Course Outlines - Participants
Techniques of Working with School Administrators in an Occupational Preparation Program - Kincheloe
Review of Steps in Implementing an Occupational Preparation Program - Hill
Evaluation of Instructional Phase of Institute - Gorman
Summary of Big Ideas Gained During the Week - Gorman

Highlights

A variety of well-qualified resource people contributing to the Institute highlighted the third week.

Personnel included representatives from other phases of vocational education, specialists in the College of Education and State Education Department and representatives of government agencies, such as Social Security and the Department of Labor. Not only were presentations given by these resource people, but an interchange of questions and comments with the class.

Another strength of the last week was a definite, planned time for all class members to report and participate. This exchange of plans and ideas among teachers of various programs which were at different stages of development was most helpful and interesting.

3. Discussion and Explanation

During the Instructional phase of the Institute each participant developed a tentative course outline in a specific occupational area of either clothing, child development, or foods. Time did not permit a complete development of the outlines into specific content and learning experiences.

With the general course outline as a guide it was felt that the specific development could be made by each participant after a more complete study had been made of the needs of her students and an analysis made of the specific job for which training was to be provided.

The Institute planners feel that an evaluation of the course outlines could serve as the basis for a follow-up institute. At this time the outlines could be studied, refined, and developed into more complete units of instruction.

4. Seminar Follow-Up

Thursday, August 4 and 11

(Participants return to campus following 2-weeks Field Study Experience)
Reports and Evaluation of Field Study Experiences

Friday, August 5 and 12

Reports and Evaluation of Field-Study Experiences
Final Evaluation of Instructional Program

C. FIELD STUDY

1. Organization

Purpose

The purpose of the field-study experience was to enable participants to implement learnings from the Institute through acitivities in their schools and communities in preparing for or continuing occupational training programs. These experiences were individually selected and planned to meet specific needs of teachers and their programs for the coming year or the near future.

Objectives

Specific objectives of the staff in directing the Field Study were:

1. To guide teachers in selecting and planning effective field-study experiences.
2. To observe and guide Kentucky teachers during the Field Study period through individual visits and small group conferences.
3. To evaluate effectiveness of field experiences through oral and written reports of accomplishments including evidences.
4. To provide an opportunity for teachers to interchange plans and experiences through oral reports before and following the Field Study.

In planning and implementing field-study projects, the participants were guided by the following objectives:

1. To select a field-study project which would be of most benefit to the occupational preparation program in the local situation toward which progress can be shown in the time allowed.
2. To make sufficient plans to give a sense of direction in carrying out the project.
3. To make necessary arrangements and preparations for activities planned.
4. To involve others in the school and community in the field-study experience.
5. To keep accurate records and evidence of work done.
6. To evaluate accomplishments and make plans to continue activities where needed.
7. To share problems and findings with others.

2. Planning for Field Study

Participants were introduced to the field-study phase of the Instructional Program through information accompanying their invitation to enroll. During the on-campus period the field study phase was further explained to the group by the Investigator. A suggested form was developed for the participants to use in submitting plans (Appendix B-1, pp. 49-52).

The Assistant Coordinator had individual conferences with participants to discuss plans for Field Study. In addition, each participant shared with the class her projected plans.

The projects selected by participants were varied in terms of the status of the occupational preparation program within the individual's teaching setup. Some were continuing programs, others were soon to be starting programs, while for some the way was being paved for the establishment of programs. Thus there was much individuality in the kinds of projects selected to meet specific needs.

In evaluating the effectiveness of Field Study plans, the teachers reported their plans being helpful with only minor changes being necessitated. The form used by the participants in evaluating the Field Study is Appendix B-2, p. 53. Most changes were due to interviewees being on vacation, requests of administrators to perform certain jobs, or inavailability of information. In the case of two teachers, developments in programs and facilities during their absence necessitated change. As one teacher stated, "My plan was very effective. I was able to use it very closely as my guide. The scope was within the bounds of possibility." Another said that her plan was "A very good guide for using my time efficiently to reach goals. I accomplished more than I thought I would."

3. Accomplishments

During the two days in class following the Field Study, the teachers evaluated their projects.

To the question "What did you accomplish during Field Study," a variety of answers were given. Most teachers cited some interpretation of the occupational preparation program, particularly to school administrators. Arrangements for student observation and participation in businesses were accomplished by teachers starting or continuing programs. At least five teachers took this two-week opportunity to either select the advisory committee, to organize it, or to hold a meeting. Some used the time to become acquainted with trainees and some recruited trainees during the Field Study. Meetings, telephone calls, home visits, and studies of pupil records were used to select and recruit trainees.

With school opening shortly, some teachers worked further on course outlines, lesson plans, teaching aids, and arranged for field trips and resource people.

A follow-up of last year's trainees was accomplished by several teachers. One teacher shared with the group a tape recording of her interviews made at a follow-up meeting. Some teachers visited or telephoned former trainees to determine the effectiveness of their training. Employers of trainees were also contacted. The Assistant Coordinator accompanied a teacher to a business where a former trainee is now employed and shared in this evaluation.

Some teachers actually observed and participated in the occupation for which they were teaching and another cited this as an activity she desired but did not accomplish.

For teachers without definite plans for programs this year, accomplishments included contacting various school personnel and surveying local needs to determine the feasibility of starting a program. One teacher in a large city system said, "I was encouraged to continue to work toward initiating an occupational training program by the supervisory personnel in our Central Office. After surveying local food establishments, one teacher said she "learned that there are more jobs available than can be filled, salaries are better than I expected, and employers are eager to get trained employees." She was surprised to find these things true in her small town.

A major accomplishment of many was overcoming some of the fears associated with making contacts and interviews for the program. They were encouraged by the interest the public showed in the program. A teacher said "I gained more of a secure feeling as I conducted interviews and found each one to be interesting and valuable."

A wide variety of individuals, agencies, and businesses were contacted by the 27 teachers in their communities. In school systems, the following compilation of people were mentioned as being contacted for some purpose: superintendents, directors of curriculum and public relations, guidance counselors, principals, vocational directors, lunchroom supervisors, other home economics teachers, and school secretaries. They worked with local, area and state home economics supervisors.

The teachers visited and surveyed employers in the occupations for which they will be training. They talked with dietitians, child welfare workers, managers of nursing homes and food service establishments, persons operating clothing stores, and dry cleaners. Several conferred with people at local Employment Security Offices, public health departments, and chambers of commerce.

One teacher had a conference with the State Executive Officers of the Restaurant and Hospital Associations. Officers of civic clubs were contacted by some. Contacts for the most part were very satisfactory. To quote one participant, "Everyone contacted was interested, thought there was a need, and were very cooperative."

Application of Learnings from Institute

In citing topics from the Institute which were utilized or applied during Field Study, again, a variety was listed. Instruction in making and using surveys, techniques of interviewing, and ways of working with administrators were frequently mentioned. According to several teachers, various phases of the Institute contributed to an overall understanding of the program which in turn provided a background for discussion and interpretation.

Other topics mentioned were: how to make a job analysis, techniques of evaluation, principles of learning, importance of screening potential trainees, how to set up an occupational program, how to select and use an advisory committee, and laws affecting the program.

To quote one teacher, "The Institute was the entire background for my field study. Here I learned what needed to be done and different ways to accomplish these needs. I gained enthusiasm for the program and knowledge to carry one."

Information and Help Needed

Some teachers noted needs for some information and help which they did not have or areas in which they felt insecure. In conferences with administrators, they needed specific information about costs of programs, space and equipment requirements, and information regarding units of instruction available for new programs.

Some needed additional suggestions on ways to interest and recruit trainees and ideas for interpretive devices. Some desired more sources to write for materials and aids. Two teachers mentioned a need for help in interpreting to administrators the need for careful screening and selection of trainees. Two teachers felt a need for more help on surveys and interpretation. Four teachers said no additional information was needed. One teacher, surveying in a large city, mentioned a need for a card or letter of introduction to quickly identify her to the interviewees. Several teachers mentioned the need for clerical help. One teacher sought and gained help in publicizing the program. To summarize this phase one teacher said, "Some new problems have developed during field study, but by finding these early, I thing we will have things running more smoothly when school begins."

Values of the Field-Study Experience

"The Field Study was invaluable in actually doing preliminary work in starting a program. Having to follow a plan and actually getting into the field was helpful in giving me confidence to continue," so said a teacher upon returning to the University of Kentucky campus following Field Study.

Their interpretation activities provided satisfactory results, such as: "Community leaders now have a better understanding of the program" and "administrators were more interested than I thought they would be."

Another value was the opportunity to visit in homes of prospective trainees to gain a better understanding of home situations and to talk with the students and their parents before the program starts.

Some teachers became acquainted in their new school settings and met people with whom they will work.

One participant said, "I feel much better about the occupational preparation phase of home economics now."

The time management angle of the Field Study was cited by several teachers such as the one who said, "I could not have combined these activities with a full teaching load. The Field Study enabled me to get these jobs done." Many teachers cited the "self-discipline" and a feeling of accomplishment in getting certain jobs done before the start of school. It gave them a "head start" on the program and their classes will "be better organized."

A teacher who followed-up last year's trainees of a food service class said that this experience caused her to determine where trainees are employed, problems they have confronted, and additional training which could have been helpful.

One home economics coordinator said that her Field Study helped to get her co-workers involved in work that will continue into their extended employment.

Teachers paving the way for the establishment of programs mentioned several values of the Field Study. One who primarily surveyed needs said, "I have evidence to show a need for occupational training using home economics knowledge and skills in the areas in food service, maid service, and clothing aide." Another said, "While the learnings were still fresh in my mind, I accomplished the beginning steps for setting up our program." All but one teacher who was visited during Field Study said she was enjoying it. One, whose program was indefinite, said it was a "frustrating experience."

Evaluations of two participants' Field Study can be found in Appendix B-3 and B-4, pp. 54-55.

Ways Field Study Could Have Been Improved

Lack of time was the problem cited most frequently. Some reflected a need for making appointments for interviews and conferences several weeks in advance. Another inconvenience teachers faced was the fact that many school and business people were on vacation during Field Study.

The comment of one teacher, "I found my self working on too many different things at one time," points to a way field-study projects might have been improved -- by selecting fewer activities and working in greater depth.

Activities To Be Continued

Many of the activities which were begun will be continued according to the teachers' evaluation of the Field Study. The teachers want to enroll more girls; contact more parents; continue follow-up; conduct more surveys; work further on teaching outlines; contact more school dropouts; visit more businesses; continue working with advisory committees; take next steps in beginning a program; involve others in planning the program and gain their support; and visit more businesses for possible laboratory experiences. As one said, "I now realize the surface is just scratched."

4. Conclusions

In the opinion of the instructional staff, the quality of field-study projects was excellent. Teachers left for their Field Study facing problems with some qualms and insecurities but returned enthusiastic and with more confidence.

Work performed should be of great value for new, on-going or future programs. The interpretation activities should bring about a better understanding of the program among more people.

The visits by the Assistant Coordinator to the Kentucky teachers were valuable as a means of observing work being done and giving assistance and guidance. Travel to visit teachers in other states would likewise have been valuable but was not feasible in the limited time.

Two written reports of participants are included in the Appendix. Written reports of field-study experiences provided a record for future references and an opportunity for self-evaluation. (Appendix B-5, pp. 56-61 and Appendix B-6, pp. 62-68). Oral reports offered an exchange of ideas and experiences which should be helpful to all.

It can be concluded that the field study phase of the Instructional Program was very successful in the eyes of the staff and participants in that learnings from the instructional phase were made more secure through practice.

D. EVALUATION OF THE INSTRUCTIONAL PROGRAM

1. Planning Design

One of the objectives of the Instructional Program was to assess changes in the home economics teachers' competency (in relation to the occupational preparation program) which occurred as a result of participating in the program. Even though five weeks was a short time to develop the competencies needed by teachers, it was decided to determine, at least in part, what concepts and abilities they had developed.

The most valid criterion was recognized to be the occupational preparation programs the teachers developed for the learners. But, the design of the Instructional Program committed an assessment to be made within the five week period of time.

Evaluation Devices

Two evaluation devices were involved in assessing learnings on the part of the participants. One device was a structured checklist, and the other was an unstructured sentence-completion device. Both were used in attempting to show the true picture of the impact made by the Instructional Program.

A continuous judgment of the progress being made and the significance of the different aspects of the Instructional Program was designed. Each Friday during the Institute, the teachers completed the "Big Ideas" unstructured device. Fifteen minutes were allowed. The checklist device was administered three times. The checklist was completed by the 27 teachers before the Institute started (the pre-test). The same checklist was again completed by the teachers at the conclusion of the three-week Institute (the mid-test), and, at the conclusion of the two-week Field Study, the checklist was again completed (the post-test).

Checklist Device

In planning for the Institute, three classifications of learnings were involved in the statements of objectives. One part centered on knowledge considered essential for all occupational home economics teachers. Other objectives concentrated on essential abilities, and the third centered on attitudes.

In order to assess the levels of competencies (knowledge, abilities, and attitudes) of the home economics teachers and also changes in levels of competencies, an evaluation device of 48 items related to the objectives was constructed. Twenty-three of the items dealt with knowledge, 2) 18 items related to abilities, and 3) seven dealt with attitudes.

The checklist was designed in two parts. The first part requested the teacher to check her reactions to the question "Of what importance do you think each of the items has for you as a teacher in the occupational phase of the home economics program?" Five degrees of importance were specified. In the second part, the teacher was asked to check her reactions to the question "How adequate do you think you are in relation to each of these items?" Five degrees of adequacy were specified. (See Appendix C-1, pp. 69-79). The rationale was: 1) that teachers who thought the 48 items were important to the success of teaching in occupational programs, and 2) that teachers thought they were adequately prepared in these 48 items, would be the teachers who were most competent for teaching in occupational preparation programs.

The total score for each of the items was computed for both the importance and the adequacy on the part of these teachers. The scores for each item were placed by percentile rank. The difference between the score of importance and the score of adequacy was determined. The rationale was that the least difference between scores of importance and adequacy constituted a high level of competency for the teacher. The difference between the scores for each item was determined on the pre-test, the mid-test, and the post-test. Movement of these differences was estimated to be: 1) better, if they decreased in size, and 2) more revealing of the responsibilities realized by these teachers when the differences became more realistic.

Sentence-completion Device

The sentence-completion device was patterned after a similar device used in a pilot study in child development. The sentence "The 'Big Ideas' I learned this week about Occupational Preparation were:" was used to stimulate the teachers to state generalizations which they learned during the Institute. (See Appendix C-2, p. 80).

The time given to complete the device was 15 minutes. It was hoped that the "Big Ideas" which were written by the teachers would be those which made the greatest impact on them.

The planned objectives for each week were listed. The statements (which related to each objective) by the teachers were listed under each of the objectives. This listing gave clues for evaluating the impression made by an experience as well as clues for planning of future teaching in courses dealing with occupational preparation.

2. Summary of Checklist Device

What impact did the Instructional Program have on the 27 teachers? Were there clues for future programs? In part, the evaluation devices were of value in answering these two questions.

Pre-test Results

In the "Importance" to an occupational program, 29 of the 48 items had scores which placed them at the 90 percentile or higher (a score of 121.5 or higher). Eleven of the 29 were in the knowledge domain; 12 were in ability level of objectives; and six of them were attitudinal objectives. (Appendix C-3, Table 1, pp. 81-82).

In the "adequacy" section of the checklist, only one attitudinal objective had a score which placed it above the 90th percentile (121.5) or higher. All of the attitudinal scores were high enough in adequacy to place them at the 80th percentile and above (a score of 108 or higher). No knowledge or ability statement had scores which were high enough in adequacy to place them at the 80th percentile or higher. (Appendix C-3, Table 2, pp. 83-84).

The difference between the importance score and the adequacy score was computed for each item. (Appendix C-3, Table 3, pp. 85-86). The total difference was 1,844 points. The knowledge score difference contributed 1,008 points; the ability objectives difference was 781 points, and the attitudinal difference was 55 points.

The item where the smallest difference (2 points) existed was attitudinal objective number 40 -- "Being committed to the necessity of a work experience program." Although, it should be noted that both of these scores fell between the 80th and 90th percentile of importance and adequacy.

The item where the greatest difference (66 points) existed between importance and adequacy scores was knowledge statement number 13 -- "Knowledge and understanding of supervision principles as they relate to the work experience phase of the program and the follow-up program after the program is completed by the student." This item ranked above the 90th percentile in importance and in the 40th percentile of adequacy by the teachers.

Mid-test Results

In the "Importance" to an occupational program, 37 of the 48 items had scores which placed them at the 90th percentile or higher. Nineteen of 37 were in the knowledge domain; 11 were in the ability level of objectives, and all seven of the attitudinal objectives ranked at the 90th percentile or higher. (Appendix C-3, Table 4, pp. 87-88).

In the "adequacy" section of the checklist, 11 of the items had scores which placed them at the 90th percentile or higher. Three of these were in the knowledge group; one was in the ability group, and all seven of the attitudinal statements were above the 90th percentile. (Appendix C-3, Table 5, 89-90).

The difference between the importance score and the adequacy score was computed for each item. (Appendix C-3, Table 6, pp. 91-92). The total difference for these 48 items was 556 points. The 23 knowledge objectives had a difference of 365 points. The 18 ability objectives had a difference of 215 points. The seven attitudinal objectives difference was a plus 24 points of adequacy over importance scores. The teachers thought they were "very adequate" in all seven attitudinal objectivies; but, they did not check all seven items to that degree of importance to the success of the program.

The item where no difference existed between importance and adequacy, was attitudinal item number 39 -- "Being sold on the idea of the importance of the occupational program in the educational field." Both scores of 132 placed in well above the 90th percentile.

The item where the greatest difference (43 points) existed between importance and adequacy scores, was knowledge item number 16 -- "Knowledge of availability of jobs, pay scales, working conditions, job requirements, employment agencies, employer expectations, labor laws and regulations, and Social Security." The importance score was above the 90th percentile while the adequacy score fell between the 60th and 70th percentile.

Post-test Results

In the "importance" of the items to an occupational program, 45 of the 48 items had scores which placed them at the 90th percentile or higher. Two of the items in the knowledge domain and one item in the ability level had scores which placed them between the 80th and 90th percentile of importance -- "very" important but not of "great" importance. (Appendix C-3, Table 7, pp. 93-94).

In the "adequacy" section of the checklist, eight of the items had scores which placed them at the 90th percentile or higher. One was in the knowledge group, and seven were attitudinal statements. (Appendix C-3, Table 8, pp. 95-96).

The difference between the importance score and the adequacy score was computed for each item. (Appendix C-3, Table 9, pp. 97-98). The total difference for these 48 items was 716 points. The 23 knowledge objectives had a difference of 374 points; the ability objectives had a difference of 329 points. The seven attitude objectives had a difference between importance ratings and adequacy of 13 points.

Item 16 -- "Knowledge of availability of jobs, pay scales, working conditions, job requirements, employment agencies, employer expectations, Labor law and regulations, and Social

Security" -- a difference of 32 points. Nine items (five in the knowledge area and four in the ability level) had adequacy scores which placed them between the 70th and 80th percentile while these same nine items had importance scores which placed them between the 90th percentile and 100th percentile range. These items were as follows:

Item 7 -- "Knowledge and understanding of the laws and regulations which make occupational training programs possible."

Item 16-- "Knowledge of availability of jobs, pay scales, working conditions, job requirements, employment agencies, employer expectations, labor laws and regulations, and Social Security."

Item 17-- "Knowledge of the people in the locality a program serves -- needs, abilities, aptitudes, desires, ambitions."

Item 19-- "Understanding of how to organize and work with an advisory committee in developing an occupational program."

Item 20-- "Knowledge of the facilities, equipment, and budgetary requirements of an occupational program."

Item 26-- "Ability to interpret laws and the programs provisions."

Item 30-- "Ability to make arrangements for a work experience program including contacting employers, letting contracts, school arrangements, transportation, etc."

Item 34-- "Ability to select and administer appropriate evaluation devices and tests for the different objectives of the program."

Item 36-- "Ability to select trainees who have the aptitude, ability and interest needed to succeed in an occupational preparation program."

Discussion

The pre-test was taken by the 27 home economics teachers before the start of the three-week Institute. The mid-test was taken the last day of the Institute. The post-test was completed on the Friday when the teachers returned after the two-week Field Study.

These 27 teachers rated themselves as being more adequately prepared for teaching in the occupational phase of home economics programs. The differences between scores of "importance" and "adequacy" for these 48 items increased between the mid- and post-tests -- at the end of the Field Study. The actual doing of some phases associated with occupational preparation programs seemed to make these teachers more realistic in their checking of adequacy. They discovered through the Field Study that knowledge is the first step in preparation for teaching; but, that the actual transferring of this knowledge into practice was difficult.

3. Summary of "Big Ideas" Device

The "Big Ideas" form was completed by the 27 teachers three times during the Institute. The "Big Ideas" were listed by the teachers under the specific objectives for each of the weeks. A complete compilation of ideas were recorded as they were written by the teachers. However, in this report, only those "Big Ideas" which appear to apply directly to occupational preparation in home economics were listed under the specific objectives.

First Week

Objective

To understand and appreciate the opportunities in the "world of work" and implications for home economics education."

"Big Ideas"

"Women will work for at least 25 years of their lives, and have to be retrained for different jobs at least five times."

"Over one-third of the labor force are women, and a large proportion of these women employees are in unskilled occupations receiving low wages. We, as home economists, should assume some responsibility for training or retraining these women to increase their income thus contributing to a more wholesome family life."

Objective

To understand the competencies needed to determine specific occupations for training at the local level.

"Big Ideas"

"Occupational preparation programs should be offered in a community only if and when a need for the program is established and only in those areas of home economics where there is an occupational demand."

"The survey of community opportunities for employment is vital to program development."

"The home economics teacher is the one person who starts organizing the class. She needs to work with her administrator and have his or her cooperation in everything she does."

Objective

To understand the essentials of a course outline based upon a job analysis.

"Big Ideas"

"After the occupational program is determined by a survey, the course outline should be developed. It will help to develop a good understanding of job requirements before making a job analysis. The Dictionary of Occupational Titles and the Occupational Outlook Handbook are excellent resources. From the job analysis a course outline can be developed."

"A good teacher will plan time for the different individuals to reach a proficiency level of skill performance (a salable skill)."

"Team teaching may be the best approach to teach certain phases of an occupational preparation program utilizing knowledge and skill in home economics."

Objective

To learn to select, organize, and work with an advisory committee in developing an occupational preparation program.

"Big Ideas"

"Advisory committees can be organized for short and/or long terms. Committees will be chosen by their ability to advise."

"The committee should be selected with care to include different people (administrators, guidance counselors, employers, employees, employment office personnel), and should be a functioning committee to be effective."

"In order to interpret the home economics occupational preparation program to others, the interpreter must be well informed."

Objective

To understand the Vocational Act of 1963 as it applies to home economics education.

"Big Ideas"

"There is a similarity between homemaking and occupational preparation programs in the area of home economics; but, there is also a big difference. In the former, one is preparing to 'do it yourself' in the home, and the program is broad. In occupational preparation, one is learning a salable skill and learning to 'do it for others' in a very specific area."

"The teacher must be well-versed on the laws that provide for occupational training classes in order to inform administrators about the regulations for the program."

"Each state has its own requirements to meet the letter of the laws, and each teacher should acquaint herself with these."

Objective

To overview the occupational opportunities relating to home economics education.

"Big Ideas"

"Information about titles and other job specifications can be obtained from the two volumes entitled _Dictionary of Occupational Titles_ and the _Occupational Outlook Handbook_."

"There are many specific jobs under each of the broad areas of home economics, and there are specific abilities required for each job."

Objective

To understand the need for a job analysis and how to make one.

"Big Ideas"

"Job analysis is an essential step in the development of a course outline, and a course outline can become more specialized as the job analysis is pinpointed."

"A job analysis is a 'laundry list' of learnings to be secured; it should include the knowledge, attitudes and skills to be learned by the trainee so she or he (the trainee) can become proficient in a salable skill for a particular job."

Second Week

This was the week where the three consultants assisted in the program. Their personal experiences within the specialized programs were revealed through the "Big Ideas" the participants wrote. But, duplications have been eliminated and only a selection "Big Ideas" are presented here.

Objective

To rethink the principles and techniques of instruction and supervision, applied to the occupational preparation programs.

"Big Ideas"

"It is essential to closely supervise all extended laboratory experiences, and assist students in developing skills, good relationships, and proper attitudes."

"In placing students for work experience (extended laboratory experiences), it is important that the employer or supervisor know the experiences which the student needs for developing a salable skill."

"The instructor must have skill in what she is trying to teach or be resourceful enough to find others who can help her."

"The teacher should not expect of a trainee what she is unable or unwilling to do herself. If the teacher expects uniforms and nets to be worn (food service), then, she should wear the same."

Objective

To understand some criteria for selecting persons for enrollment in specific occupational preparation programs.

"Big Ideas"

"Screening of trainees is a must if the program is to reach those for whom it is intended -- people who are trainable, interested, and do plan to use the skill for wage earning."

"The teacher should have a definite part in the screening program for trainee selection. She should help set up criteria for screening, including development of application forms, conducting interviews, and assisting in testing program (if advised)."

"A person entering the occupational program must have the intention of employment."

Objective

To profit from the experiences of teachers who have conducted occupational preparation programs.

"Big Ideas"

"Make the training in a realistic situation closely resembling a work situation in skills taught, facilities and equipment used, and room resembling a work area."

"Continued practice and reinforcement in the class, in observation situations, and in the extended laboratory experiences, will develop techniques and skills which make for job success."

"When teaching for success on a job (salable skill), one first teaches theory, then demonstrates, then allows for practice, then evaluates practice, then repeats practice with improvement. The practice is continued in the actual extended laboratory experiences, where it is again evaluated and repeated."

"Field trips give valuable experience in doing a job analysis if they are planned in class, if working conditions, equipment, personnel, etc., are observed, and then, the trip evaluated by the class."

Third Week

Objective

To understand administrative procedures and/or requirements for an occupational program.

"Big Idea"

"Each state has its own plan and interpretation of that plan and the extended laboratory experiences (work experiences) must be taken care of within the limitations of that plan."

Objective

To rethink the principles and techniques of instruction of supervision as applied to occupational preparation programs.

"Big Ideas"

"It is important that sufficient time be given for supervision of the extended laboratory experiences."

"Five principles of supervision which apply to occupational preparation are leadership, human relations, group process, personnel administration, and evaluation."

Objective

To apply to basic principles of evaluation to the occupational aspect of home economics education.

"Big Ideas"

"Numerous standardized tests are available to help determine the manipulative level, interests, intelligence, etc., of individuals. Several vocational tests available are the GATB, OAP, Hannigan's Industrial Tests."

"Because there are various levels of learning, of which knowledge is the lowest cognitive level, some objectives will require more time than others to teach and will require continuous evaluation."

Objective

To understand principles and procedures of placement of trainees and follow-up of the trainees on the job.

"Big Ideas"

"The important thing in placement is that we not only help the student to be placed on the job, we also help him to succeed and advance in the job."

"The degree to which we fail to place the trainees in jobs is the degree to which we fail to meet the major objective in vocational education."

"A course should include proper techniques in applying for a job, filling out application forms, and how to respond in interviews."

Objective

To learn ways to adapt or provide needed facilities, supplies, and teaching materials for an occupational program.

"Big Ideas"

"Facilities must be practical and many times this involved flexible walls and movable equipment."

"Rooms must have plenty of storage space for equipment and supplies not being used."

Objective

To develop an understanding of the importance of interpreting programs and some methods of interpretation.

"Big Ideas"

"You will have a better program in your community if you interpret it the way it should be -- use an advisory committee composed of key people who are interested in the trainees and the program."

"The teacher must use a variety of techniques in educating the student, the general public, school administrators, and potential employers concerning occupational preparation courses in home economics education."

"When you to to the administrator to interpret the program, be sure you understand the program, inform them of the purposes, inform them regarding the approximate cost, explain the relationship of this program to the total school program, and then, keep them informed of progress."

Objective

To understand the laws and regulations affecting occupational preparation programs.

"Big Ideas"

"Labor laws are set up for the protection of the employer and the employees."

"There needs to be a better understanding of our program with labor and we need to understand labor's position. Some policies need to be determined by legal council -- whether the trainees are to be paid for work experience."

"All students must have social security cards."

Discussion

The "Big Ideas" written by these teachers did cover most of the planned major objectives associated with occupational preparation. The teachers also wrote many generalizations related to teaching which are not listed in this report. Most of the teachers were able to write excellent generalizations although some were more proficient than others.

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Appendix A-1

UNIVERSITY OF KENTUCKY

Lexington, Kentucky

Date

(Name of State Supervisor)

(address)

Dear (State Supervisor):

The Division of Vocational Education, College of Education, at the University of Kentucky, was recently given provisional approval of a training grant from the United States Office of Education under Section 4 (c) of the Vocational Education Act of 1963. The proposal is for an Instructional Program for home economics teachers who have or may have teaching responsibilities in the occupational phase of the home economics education.

Since the Instructional Program is scheduled for five weeks this summer, we can delay no longer in issuing tentative invitations to selected participants. The enclosed information sheet explains briefly the purpose and organization of the Institute and Field Study.

The Instructional Program is limited to 30 participants. We are inviting you to submit the names, addresses, and phone numbers of four or five teachers of home economics from your state who have or may have definite responsibilities for occupational preparation programs in home economics.

As explained in the information sheet, participants will receive $75 per week toward defraying their expenses. Since time is at such an essence, will you please send me your suggestions within the next few days.

We believe the Instructional Program will be outstanding. We further hope it may furnish a vital spark for stimulating excellent teaching in the home economics program for occupational training.

Sincerely yours,

Anna M. Gorman
Initiator, Project No. 6-1699
Associate Professor, Home Economics Education

Appendix A-2

UNIVERSITY OF KENTUCKY

College of Education
Lexington, Kentucky

An Instructional Program for Teachers of Occupational Training Programs Utilizing Home Economics Knowledge And Skill

The College of Education at the University of Kentucky has a five week instructional program for certified home economics teachers who have or who may have the responsibility for teaching in the occupational phase of the home economics program. The instructional program has a three-week Institute, July 5 - July 22, on the campus of the University of Kentucky, and a two-week Field Study, July 25 - August 12.

The purpose of the Instructional Program is to:

- Prepare a group of home economics teachers for teaching in occupational-training programs.
- Afford the opportunity to develop course outlines needed in occupational-training programs.
- Serve as a guide for evaluating the subject content needed for instructing a group of certified home-economics teachers for proficiency in conducting occupational-training programs.
- Enable the planners to evaluate a three-week instructional institute and a two-week period of organized follow-up experiences.

Participants will be 30 certified home economics teachers with present or future responsibility for occupational-education programs in home economics. Those invited to participate will enroll in the Graduate School, University of Kentucky, for three-semester hours of credit. For admission to the Graduate School, a C+ undergraduate average grade is required. To help defray some of the expenses involved in the tuition cost ($51 in-state, and $132 for out-of-state), in travel (an average of $50 for one round trip to Lexington is available), and in cost of living, each participant will receive $75 a week for each of the five weeks.

The conference staff will include two full-time instructors in home economics education. Consultants will be drawn from the clothing area, child development area, and the food service area. There will be additional staff members who will assist in teaching job analysis, evaluation, and construction of course outlines.

For additional information write to: Dr. Anna M. Gorman Associate Professor, College of Education, University of Kentucky, Lexington, Kentucky, 40506.

Appendix A-3

UNIVERSITY OF KENTUCKY

Lexington, Kentucky

Date

(Name of Home Ec. Teacher)
____
(address)

Dear (H.E. Teacher):

___________________, State Supervisor, Home Economics Education, State Department of Education, submitted your name as a person who is eligible to receive an invitation to our Instructional Program in the occupational area of home economics, this summer. It gives me a great deal of pleasure to personally extend an invitation to you to participate in the Instructional Program at the University of Kentucky, College of Education.

We organized this program tor home economics teachers who are or who may have responsibilities in teaching in the occupational area of the home economics education. The proposal was submitted to the United States Office of Education under Section 4 (c) of the Vocational Education Act of 1963. We have been given approval for this educational program.

There are two phases for the Instructional Program. The first phase is an Institute which will be held at the University of Kentucky, July 5 - July 22. The second phase is a two-week Field Study back in your own community, with the last two days being devoted to a summary and evaluation seminar at the University of Kentucky. These dates will be July 18 - August 5.

Since you may have quite a bit of travel involved in returning to your community and then coming back to the University, we may be able to select a study which could be done in the Lexington area. For example, if you elect to do a job analysis for various occupations in one of the subject-matter areas, this project could easily be completed in Lexington.

Arrangements to defray the expenses of the Instructional Program are as follow:

1. Each participant will receive $75 a week for each of the five weeks -- a total of $375. These funds are to assist you with living expenses.

2. The participant will register for a three hour graduate course, Education 775. This course can count for credit on a master's or doctor's degree program. The in-state or out-or-state tuition fee will be paid.
3. Since travel is an expensive item, we will reimburse each participant an average of $50 for one round trip between the residence of the participant and Lexington, Kentucky.

The criteria for admission to the Instructional Program are:

1. Certified teacher of home economics.
2. Availability for occupational home economics program.
3. A C+ grade average as an undergraduate.
4. Five weeks to devote to the program.

A more detailed outline of the program is enclosed, and we sincerely hope this material will furnish you with enough information so you will arrive at a positive decision to participate in the program. Find enclosed a form for acceptance or rejection of the invitation, along with a return envelope.

When we receive the acceptance (or rejection) form from you, we will 1) send you a packet of materials, if you accept our invitation, or 2) send a letter of regret that you cannot attend our program. Since the packet will contain forms to be returned to the University of Kentucky by specific dates, may we urge you to return the acceptance (or rejection) form to us within three days after you receive this invitation letter.

We are very proud for having received the grant. And, we planned the Instructional Program to help you teachers or potential teachers of occupational training programs. We believe the program will be excellent, and we sincerely hope you will avail yourself to this opportunity.

If you have any questions, please phone me. The telephone number is -- Area Code 606, 252-2200, Extension 2771, then ask for Extension 245.

Sincerely yours,

Anna M. Gorman
Associate Professor
College of Education
Initiator, Project No. 6-1699

bv

Appendix A-4

INVITATION RESPONSE

1. Your name:______________________________________

2. Name of school where employed:____________________
   ________________City______________State__________

3. Your home address:_________________________________
   ______________________Phone Number______________

4. Acceptance or rejection of invitation (check one)
   a. I accept the invitation for the five week Instructional Program__________
   b. I do not accept the invitation for the five week Instructional Program__________

5. All about you (check each item)
   a. Have a certificate for home economics teaching ______ (Yes)
   b. Have a C+ undergraduate grade average ______ (Yes)
   c. Have been teaching an occupational class ______ (Yes) _____(No)
   d. If yes to 5c, list the occupations you were preparing the participants (pupils, adults) to enter.
      ____
      ____

6. Administrations approval.
   (Explanation to you. Since this phase of the home economics program is rather new to most of us and since community involvement is essential for its success, we believe your administrator should know about your invitation to participate and should approve of your acceptance or rejection of the invitation.)

____________________ ____________________
Date Principal or Superintendent

____
Your signature

Appendix B-1

FIELD-STUDY PLAN

Requirements:

1. An approved plan before completion of the Institute.
2. A written report of experiences completed during the Field Study
3. A written evaluation (including evidence) of accomplishments of the Field Study.

Possible Experiences:

1. Make arrangements with businesses, industries, and homemakers for work experiences for the fall class(es) in occupations.

Evidences: Names of businesses, etc.; contact made while interviewing; results of contact; agreements made in relation to number of trainees, time for observation and work experiences, supervision privileges, etc.

2. Plan and make a job opportunity survey of employment opportunities related to the area(s) of home economics for which you expect to teach.

Evidences: Survey forms showing employers, types of jobs, number employed, turn-over of employees, projected needs, possible salary for a trained worker, and job description (if available).

3. Make a job analysis of the occupation for which you have teaching responsibility, for the purpose of revising course of study.

Evidences: The actual job analysis plus the changed course of study.

4. Determine supplies, teaching aids, equipment, and facility needs for forthcoming occupational class(es). Work with administrators in securing needed items. Prepare classroom(s) and laboratories for beginning of class(es) and secure needed items.

Evidences: Record and describe items secured and revisions made in facilities, equipment, etc. Description of ways facilities, equipment, and supplies will be used in carrying out program.

5. Interpret the occupational preparation phase of the home economics program to school personnel, employers, community, and others. Determine individuals and groups which should be contacted. Develop and/or adapt interpretive and public relations devices. Engage in activities to interpret and create.

Evidences: Description of activities, examples of interpretive devices used, anecdotal record of responses, etc.

6. Follow-up last year's trainees. Survey former trainees to determine present occupation and uses to which they are applying training.

Evidences: Records of trainees' current occupations. Evaluation of occupational training program in terms of ways trainees have applied learning. Tape recordings of interviews with former trainees.

7. Organize an advisory committee. Determine composition of committee, contact members, plan and hold meetings.

Evidences: Summary of plans made for organizing advisory committee. Prepare minutes of committee meetings including accomplishments and further plans.

Worksheet

FIELD STUDY PLAN

Name: ____

Locale for field study: ______________________________

Dates of field study: _______________________________

Responsibilities for occupational preparation, 1965 - 66: ______

____

____

Responsibilities for occupational preparation, 1966 - 67: ______

____

____

Need for field study: _______________________________

____

Title of field-study project: __________________________

____

____

Objectives of the field study: __________________________

____

Procedures for the field study (including date, evaluation devices, etc.):

____

____

____

____

____

____

____

FIELD STUDY PLAN (cont'd.)

Method(s) for recording outcomes including evidences:

Behavioral outcomes expected:

Travel time needed for two day evaluation at the University of Kentucky:

Appendix B-2

____
Name

EVALUATION OF FIELD STUDY

1. Was field-study plan followed?

2. How effective was it?

3. What changes were necessary?

4. What did you accomplish during Field Study?

5. What did you begin during Field Study that you plan to continue?

6. How were you able to apply learning from Institute to Field Study?

7. What information did you need that you did not have?

8. Of what value was your field-study experience?

9. How could it have been improved?

10. What help did you need?

Appendix B-3

STATEMENT OF EVALUATION

As I look back over the past eight days of work, it is difficult to realize the great amount that has been accomplished. In addition to the evidences of accomplishment submitted herewith, there have been intangible accomplishments resulting from this field study -- the pressure of time made it necessary to make each day produce results, co-workers were conscious of this time element also and were most cooperative; administrative officials recognized the fact that this field study would facilitate the starting of our classes in September, and the Director of Curriculum has given approval to the tentative course outline. The field-study experience has enabled me to put into use information and knowledge obtained in the three-week institute and encouraged me to accomplish work immediately following the institute that might otherwise have been postponed.

The field study has been a rewarding and productive period. I would recommend that in other occupational preparation institutes, that the field-study phase be included as a part of the instructional program.

Appendix B-4

EVALUATION OF FIELD STUDY

The seven day field study was, in my opinion, a very worthwhile experience because it gave me time to do several things that needed to be done. The teachers at the Laboratory School report for work only one day before the students, thus leaving little time for the type of things I have done in my field study.

In addition to giving me time to do these things, it was beneficial in several other aspects. My administrators knew about the plan for the institute and field study, therefore they scheduled time to work with me in finishing the application for the program and in the scheduling of classes. Instead of a class for boys as originally planned, I will plan and set-up an adult class the first semester and teach it, with the help of the dietetic and home economics methods students from Indiana State University the second semester.

During the field study, I studied the records of my students and learned that my teaching, for the most part, must be slow and simple.

I have had several years experience in food service, having worked my way through high school and college in this area, however, that experience was ten or more years ago. My observations in the business establishments were most enlightening because it gave me an opportunity to see the kinds of jobs in which my students will be gaining work experience.

I feel, now that the institute is almost over, that it and the field study were two of the most informative experiences I have had in many years. I started the summer knowing very little about occupational preparation. Now I feel that my pilot program next year will be as successful as any such program could be.

Appendix B-5

EXAMPLE: FIELD-STUDY PROJECT

Report of Field Study

This field study was conducted August 1-8, 1966, in Lexington, Kentucky, by Floy Patton, teacher of home economics, Bryan Station High School. She had the help of administrators of the Fayette County School System, the principal, the counselors, and the drop-outs of Bryan Station. The goals for the field study were as follows:

I. To interpret the occupational phase of the home economics program to the administrators and others.

II. To develop and adapt some devices for promotion and public relations.

III. To secure information about and from drop-outs of Bryan Station High School to determine if occupational preparation programs were of interest to them.

IV. To evaluate the results of the study.

Following is a record of the procedures used to achieve these goals, including a description of conferences and their results, examples of survey forms, and an evaluation.

Experiences and Results of Field Study

Goal I:
To interpret the occupational phase of the home economics program to the administrators and others.

Procedure for Attaining Goal

1. Contacted principal, R. L. Grider, to arrange the first conference.

2. Made an interpretive device or information sheet for the principal and the Director of Instruction, Fayette County Schools.

3. Secured appointments and talked with Director of Instruction, Director of Pupil Personnel, Director of Public Relations, and guidance counselors.

4. Had another conference with the principal.

5. Recorded and evaluated results.

Record and Results of Conferences With Administrators

Person Contacted	Record of Conference	Evaluation and Result
Principal, Bryan Station Senior High	Since the principal had served on the advisory committee for the adult program in Fayette County, he was somewhat familiar with the program, however, it was explained to him more fully. He asked several questions about financing, teachers, work-experience, and trainee requirements.	He seemed very interested in the program and asked for an information sheet which he took to the Director of Instruction for review before the conference with him. He is expected to cooperate fully.
Director of Pupil Personnel	He asked several pertinent questions while the program was being explained. He compared it to starting the work-study program for the handicapped. He said it was successful only after it was initiated in the Junior High because when they waited until later the student had dropped out of school. He also said that in order to keep potential drop-out in school a different type of academic requirements would have to be provided.	From his reaction, I believe he thinks the program has much merit both in preparing pupils for wage-earning and as a way of keeping them in school. I think he will give it all the backing his position will permit him to.
Director of Public Relations	He was told what the plans were and he wanted to hear all about it even though he could only publicize the program. The Vocational Act of 1963, the regular home economics program and the occupational phase were explained to him.	He desired to be contacted again when the program was approved from the administrative level and said he would arrange for newspaper, radio, and television publicity.
Director of Instruction	He had read the information sheet but he had lots of questions about each topic. It was explained why it was necessary to see him at that	Since he is new on the job, he wants other opinions and approvals before he commits himself, which he should have. He did give his

Person Contacted	Record of Conference	Evaluation and Result
Director of Instruction Continued	particular time and he said he understood and he wanted to take the idea to the assistant superintendent and the superintendent.	approval for continued planning.
Guidance Counselors	Talked briefly with one counselor at school but he did not have time to discuss particulars at the time.	It is felt that he will be interested.
	Another counselor was contacted by phone and a conference was arranged. She was very interested in the program and asked questions about the type of person to be in it.	She is in charge of helping plan curriculum offerings as well as scheduling. She seems especially interested in this for the potential drop-out.

Goal II:
To develop and adapt devices for promotion, surveying needs for program and public relations.*

Procedures for Attaining Goal:

1. Used references and own ideas to develop the following --
    a. Interest check sheet.
    b. Questionnaire for surveying businesses and organizations for employment opportunities.
    c. Questionnaire for surveying homemakers for employment opportunities.
    d. Information sheet on facts about the program.

Goal III:
To secure information about and from school drop-outs of Bryan Station High School to determine if occupational preparation programs were of interest to them.

Procedures for Attaining Goal:

1. Checked with principal and pulled 1965-66 female withdrawals from files.

---

*Examples prepared by Mrs. Patton are not included in this report.

2. Sorted withdrawals according to reason for dropping and secured addresses and telephone numbers.

3. Checked to see if they lived with both real parents, one parent or stepparents.

4. Checked with counselors for all information about drop-outs that could be provided.

5. Made list of questions to ask drop-outs and a device for recording information.

6. Contacted as many as possible and recorded results.

7. Evaluated results and drew some tentative conclusions.

Information Secured Through Telephone Interviews With Girl Drop-outs:

Reasons for Dropping:

1. Had babies -- 2

2. Were asked to drop after being warned about their inadequate work -- 2

3. Married after dropping out -- 3

4. Dropped of their own accord because they were not doing well in school -- 2

5. Tragedy in the family -- 1

Jobs Girls Hold or Have Held, or Other Occupations:

1. Drive-in restaurant.

2. K-Mart, check-out clerk.

3. Baby sitting in private home.

4. Sales clerk.

5. Waitress.

6. Receptionist in beauty parlor.

7. Beauty school

8. In college.

Satisfied in Job:

1. Satisfied with pay -- 3

2. Didn't like restrictions. (She had to cut her hair if she worked in beauty parlor) -- 1

3. Doesn't like job but works to make enough money to take a trip -- 1

4. Some working only occasionally and not satisfied with this kind of work.

Interest in Returning to School:

1. Yes, maybe -- 3

2. Intend to return -- 2

3. No -- 3

Interest in Training for Home Economics Occupations in High School:

1. Didn't know -- 2

2. Maybe -- 3

3. No -- 2

Evaluation

Summary of accomplishment of the two weeks' work and the "big ideas" that grew out of the field study or that were confirmed follow:

A. Accomplishments
   1. As a result of the conferences with administrators, it is felt that the main facts of the occupational program are in the hands of the five people talked to and soon will be in other hands. This, at least, has started the "ball rolling" in the right direction.
   2. The experience of arranging for publicity through proper channels will help, not only in this program, but in all phases of my work.
   3. Even though the survey devices may not be usable in their present form, the experience in preparing them was invaluable -- using references, consulting others, editing, and re-editing.
   4. Being gently pushed into this program through this field study has removed the fear of getting into the

"waters" of occupational training and has steadied the nerve to wade on out to the "sea" of actual programming.
5. Doing work on school drop-outs has developed a concern to help get these young people back in school and in a program such as occupational training in home economics.
6. It is realized that it will take long and diligent hours to accomplish the end result one desires. It cannot be rushed.

B. Some of the "big ideas" or generalizations that have either grown out of this two weeks' work or that have been confirmed are as follows:
   1. Taking a new idea to the immediate superior first is the best way to gain his cooperation and insure the success of the idea.
   2. A successful program has the backing of all the persons involved in keeping the pupils in school and in developing in them a feeling of success.
   3. Before a program goes very far into the planning, the approval of all persons involved is desirable and necessary.
   4. A person has to thoroughly understand a program before they can manifest a real interest in it.
   5. It is desirable to find out all the facts possible about drop-outs before contacting them. It could save embarrassment of the student and of the teacher.
   6. Editing and re-editing materials before it is to be presented to the public will help prevent misinterpretation and misunderstandings.
   7. Before an advisory committee is appointed, careful thinking and evaluating should be done and many consultations should be made.
   8. It is better to plan carefully to reach a few goals completely than to try to accomplish so much that nothing is done well.

C. Changes made in plan
   1. No devices were prepared pertaining to publicity because after talking with the publicity director, it was realized it would have to be done in cooperation with him and, of course, he is more capable of preparing publicity.
   2. An advisory committee has not been appointed. The interpretative work is not far enough along.

D. Improvements to make in plan
   1. The main thing to change in the plan would be making appointments ahead of time instead of waiting to see the principal first. See the principle first, but make appointment early so as to not interfer with appointments with others following in sequence.
   2. On the whole, the plan was very good, only minor items need improvement.

Appendix B-6

Example: Field-Study Project

As one part of her Field Study, Mrs. Carol Allen did a follow-up of the pupils enrolled in her food service training program last year. Her report follows.

On August 9, 1966, a meeting was held with last year's students of Occupational Home Economics Food Service. The meeting was held in the department of Home Economics at Catlettsburg High School.

The purpose of the meeting was to evaluate the program in light of the number of students who are now using their acquired skills in employment.

The following pages will report on:

1. Agenda for the meeting, as conducted by the teacher of home economics.
2. Summary of Student Placement.
3. Evaluation Sheet, completed by the trainees.
4. Summary of the Evaluation by trainees.
5. Follow-Up Questionnaire to determine number of students employed, types of jobs, wages, and additional needs of the students.

Agenda

Meeting of Former Students of Occupational Home Economics
Department of Home Economics Education
Catlettsburg High School
August 9, 1966

I. Welcome
   Reliving summer experiences
   1. Report from students on marital status
   2. Summary of vacation or vocation
   3. Report of jobs during the summer
      a. Place of employment
      b. Duties performed
      c. Unusual or new experiences on the job
      d. Plans for the fall and winter months concerning work of education

II. Complete Information Sheet on occupational home economics

III. Complete Evaluation Sheet on occupational home economics

IV. Plans for extended programs in job training
   A. Give a brief history of program
   B. Tell about programs of last year in Kentucky
   C. Describe programs for next year in Kentucky
   D. Describe Ashland's future plans
   E. Discuss University of Kentucky Institute
      1. Length
      2. a. Classroom experience -- 3 weeks
         b. Field study -- 2 weeks
         c. Evaluation -- 2 days
      2. Experiences during classes
         a. Field trip to Phoenix Hotel to analyze job of a waitress
         b. Consultants from other states
            (1) Clothing specialist
            (2) Foods specialist
            (3) Childcare specialist
      3. Purpose of Field Study
         a. To survey community for job training needs
         b. To follow-up students to determine effectiveness of program
   F. Mention training programs in areas other than home economics
   G. Tell of plans for job training of adults using home economics knowledge and skills
   H. Explain how programs will be evaluated
   I. Have question/answer session

V. Have pupils complete Follow-Up Questionnaire

VI. Hold General discussion of job opportunities available in the Ashland Area

VII. Hold individual conferences with students who need additional help with job placement now or for the fall.

SUMMARY OF STUDENT PLACEMENT

Occupational Home Economics
- Food Service -

Catlettsburg High School Mrs. Carol Lynne Allen, teacher

Number of students participating in the course: 13

First follow-up meeting: August 9, 1966

Place of meeting: Catlettsburg High School, Catlettsburg, Kentucky

Number of students attending meeting: 9

Ways of contacting students not present: Individual conferences in students' homes

Number of students employed: 5

Description of work engaged in: 3 as waitress, 1 as counter server, 1 as telephone operator

Average wage of workers: $.75 per hour

Reasons for unemployment of other students: Were not 18 years of age and could not find employment until 18. Four are housewives and do not WISH to work. Three are going to college.

EVALUATION OF FOLLOW-UP PHASE OF FIELD STUDY *

The follow-up meeting of Food Service trainees was successful in that twelve of the thirteen students were contacted. By reviewing the placement record, one can understand that four of the trainees are employed in a Food Service establishment. This was disappointing but not discouraging to the teacher as records have been found to be a lower percentage.

The students stated that they have gained many intangible rewards from having had the training course, and needless to say, the teacher did as well.

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* Note: In addition to the follow-up of former students, Mrs. Allen surveyed eleven institutions, hospitals, rest homes, industries and restaurants to determine further employment needs in food service.

EVALUATION SHEET

Occupational Home Economics
- Food Service -
Catlettsburg High School

Name:______________________________ Date:________________________

1. How have you benefited from the course in occupational home economics?

2. What additional training and experiences would have helped you to become a more qualified worker in the food service industry?

3. Would you like to help in obtaining either full-time or part-time employment?

4. During the training program, what experiences did you have to help you become a more employable person?

5. Since you have been out of school, what experiences have you had to help you become a more employable person?

SUMMARY OF EVALUATION BY TRAINEES

Occupational Home Economics
- Food Service -
Catlettsburg, Kentucky High School

1. How have you benefited from the course in occupational home economics?
    - a. Learned responsibility of having a job
    - b. Learned how to get along with different people
    - c. Made new friends
    - d. Developed self-confidence
    - e. Learned about the food industry
    - f. Have a skill I can rely on
    - g. Learned to converse intelligently with people
    - h. Learned to be a better homemaker
    - i. Helped me obtain job
    - j. Helped with present job
    - k. Gave experience in working with employer
    - l. Learned what the public expects

2. What additional training and experiences would have helped you to become a more qualified worker in the food service industry?
    - a. More experience in food preparation
    - b. More experience as short order cook
    - c. More experience in fountain service
    - d. More experience with handling inconsiderate customers
    - e. More experience as hostess
    - f. More experience as cashier
    - g. More experience in making salads

3. Would you like to help in obtaining either full-time or part-time employment? __2__yes; __6__no; __2__unsure.

4. During the training program, what experiences did you have to help you become a more employable person?
    - a. Developed a sense of responsibility
    - b. Learned to cope with problems
    - c. Learned needs of public (psychological)
    - d. Lessons on personal grooming helped
    - e. Learning how to meet and be friendly with people
    - f. We know people depended on us

5. Since you have been out of school, what experiences have you had to help you become a more employable person?
    - a. More mature
    - b. More considerate of waitresses
    - c. Different outlook on life

6. What additional evaluative methods would have helped you to improve throughout this training?
    - a. Review test once a week
    - b. Personal conference with employer
    - c. More conferences about personel problems concerning work experience

FOLLOW-UP QUESTIONNAIRE
Food Service Occupational Students
Catlettsburg, Kentucky High School

Name:________________________________ Date:________________
(Married) (Maiden) (First)

Address:____

Type of job you hold:____________________________________
(Name of establishment) (Job title)

Employer:_____________________Address:_____________________

Present employment status: Full time___; Part time___; Unemployed___

Kind of work you do: Present job____________Entrance job____________

What do you like best about your job?__________________________

What do you like least about your job?_________________________

How did you get your present job? ____application; ___employment agency; ___interview; ____examination; ____other (please specify)

What additional training do you need to help you in your job?_______
____

What training did you receive in the Food Service class that you are not using in your job?_____________________________________

What additional training do you need for advancement in this establishment?____

Do you feel that your training in high school helped you in securing your job? _____yes; _____no.

Do you feel that your training was a good investment: ___yes, definitely; ___yes, with reservations; ___no. Explain why______________

What problems have you encountered in your job that your training did not help you solve?____

What problems have you encountered in your job that your training did help you solve?____

What suggestions would you make for improving the training program to meet the requirements of the job?______________________________

Are you paid by the hour? If so, what is the hourly wage?__________
Are you paid by the week? If so, what is the weekly wage?__________

Appendix C-1

OCCUPATIONAL PREPARATION CHECKLIST

--Home Economics Education-

"There is nothing new under the sun." Even though this saying is often heard, many of us in home economics just can't believe that it is true. The occupational preparation aspect of home economics is certainly new to most of us. This newness of the program alone has created many problems for us.

One problem is how to select and prepare teachers who will have major responsibilities for teaching in the occupational aspect of home economics. We need to have your thinking regarding 45 items which are related to importance and adequacy for you.

We need your first reactions to the 45 items on "Of what importance do you think each of the items has for you as a teacher in the occupational phase of the home economics program?" By importance, one means that it is of "significance" or "worthwhile" or "of value."

Then, we need your reactions to the same 45 items on "How adequate do you think you are in relation to each of these items?" By adequate, one means that you think you are "sufficient for the specific requirement or item."

The degrees of importance and adequacy are described before each of the sections on the checklist. Check each item by what you think is true for you.

Your frank reaction to these items will be of help in adapting the Institute to meet your needs. These reactions are in no way associated with the grade you will receive for attending the Instructional Program.

YOU MAY START

Of what importance do you think each of the items has for you as a teacher in the occupational phase of the program in home economics.

HOW IMPORTANT?

Name________________________________ Date____________________

Directions: The ratings of importance are on the following scale.

Check (✓) in the 5 column if you think the item is of **great importance**.

Check (✓) in the 4 column if you think the item is **very important**.

Check (✓) in the 3 column if you think the item is **important**.

Check (✓) in the 2 column if you think the item is of **little importance**.

Check (✓) in the 1 column if you think the item has **no importance**.

Degree of Importance					Item
1	2	3	4	5	
					Knowledge
					1. Understanding of women in the world of work.
					2. Knowledge of the different occupations which fall in a specific home economics area.
					3. Understanding of the various techniques which could be used to discover employment opportunities in the locale.
					4. Understanding of essentials for constructing or revising a community survey form.
					5. Understanding of principles of conducting an interview.
					6. Knowledge and understanding of the total scope of occupational training program.

Of what importance do you think each of the items has for you as a teacher in the occupational phase of the program in home economics?

Degree of Importance					Item
1	2	3	4	5	
					Knowledge cont'd.
___	___	___	___	___	7. Knowledge and understanding of the laws and regulations which make occupational training programs possible.
___	___	___	___	___	8. Knowledge of sources where information can be obtained regarding regional economic picture, status of families, employment picture, etc.
___	___	___	___	___	9. Knowledge and understanding of principles related to job analysis.
___	___	___	___	___	10. Understanding of the essentials of a good course outline for preparation for an occupation.
___	___	___	___	___	11. Understanding of the significance of the work experience in occupational preparation.
___	___	___	___	___	12. Understanding of the principles of learning involved in the teaching of the occupational preparation in the program of home economics.
___	___	___	___	___	13. Knowledge and understanding of supervision principles as they relate to the work experience phase of the program and the follow-up program after the program is completed by the student.
					14. Knowledge and understanding of the value of evaluation in:
___	___	___	___	___	- reporting progress of trainees,
___	___	___	___	___	- in planning for additional learning experiences,
___	___	___	___	___	- in deciding upon appropriate occupational choices,
___	___	___	___	___	- in reporting value of the program in the life of each individual.
___	___	___	___	___	15. Understanding the value of job placement and follow-up of the program.

Of what importance do you think each of the items has for you as a teacher in the occupational phase of the program in home economics?

Degree of Importance					Item
1	2	3	4	5	
					Knowledge cont'd.
___	___	___	___	___	16. Knowledge of availability of jobs, pay scales, working conditions, job requirements, employment agencies, employer expectations, labor laws and regulations, and Social Security.
___	___	___	___	___	17. Knowledge of the people in the locality, a program is to serve -- needs abilities, aptitudes, desires, ambitions.
___	___	___	___	___	18. Knowledge and understanding of the abilities and aptitudes necessary for achieving a degree of success on a job.
___	___	___	___	___	19. Understanding of how to organize and work with an advisory committee for the occupational program.
___	___	___	___	___	20. Knowledge of the facilities, equipment, and budgetary requirements of an occupational program.
					Abilities
___	___	___	___	___	21. Ability to adapt to likenesses and differences when a home economics program is aimed towards occupational training rather than towards homemaking goals.
___	___	___	___	___	22. Being able to classify the different jobs into occupational clusters for the different preparation groups.
___	___	___	___	___	23. Ability to design or adapt an existing community survey form.
___	___	___	___	___	24. Ability to conduct an interview to complete a survey schedule.

Of what importance do you think each of the items has for you as a teacher in the occupational phase of the program in home economics?

Degree of Importance					Item
1	2	3	4	5	
					Abilities cont'd.
___	___	___	___	___	25. Ability to explain program to administrators, to employers, to the general public.
___	___	___	___	___	26. Ability to interpret laws and provisions for the program.
___	___	___	___	___	27. Ability to assimilate resource material into local needs.
___	___	___	___	___	28. Ability to do a job analysis for an occupation.
___	___	___	___	___	29. Ability to revise or develop a course outline based upon a job analysis.
___	___	___	___	___	30. Ability to make arrangements for a work experience program including contacting employers, letting contracts, school arrangements, transportation, etc.
___	___	___	___	___	31. Ability to observe, report, and evaluate progress made towards proficiency.
___	___	___	___	___	32. Ability to create a learning environment geared to individual differences, group stimulation, and realistic practices.
___	___	___	___	___	33. Ability to use the principles of supervision as trainees are involved in classroom learning experiences, in the work experience program, and on the job.
___	___	___	___	___	34. Ability to select and administer appropriate evaluation devices and tests for the different objectives of the program.
___	___	___	___	___	35. Ability to work with employment agencies and employers in placement of trainees and follow-up of the trainees on the job.

Of what importance do you think each of the items has for you as a teacher in the occupational phase of the program in home economics?

Degree of Importance					
1	2	3	4	5	Item
					Abilities cont'd.
___	___	___	___	___	36. Ability to select trainees who have the aptitude, ability, and interest needed to succeed in an occupational preparation program.
___	___	___	___	___	37. Ability to organize and cooperate with management, labor, and public shcool officials as they help advise the occupational phase of the program in home economics.
___	___	___	___	___	38. Ability to help establish or adapt new or existing facilities and equipment for an occupational program and to effectively manage the financial arrangements for the program.
					Attitudes
___	___	___	___	___	39. Being sold on the idea of the importance of the occupational preparation program in the educational field.
___	___	___	___	___	40. Being committed to the necessity of a work experience program.
___	___	___	___	___	41. Being sold on the development of skills (needed in an occupation) to the proficiency level.
___	___	___	___	___	42. Being dedicated to the worth of each individual and her progress made towards the objectives.
___	___	___	___	___	43. Being committed to those teaching procedures which enable each trainee to develop to her greatest potential.
___	___	___	___	___	44. Being willing to devote the time and energy needed to supervise a work-experience program and a follow-up of the training program.
___	___	___	___	___	45. Being sold on the idea that agencies, industry, and education can build an excellent occupational program when they all work together for this end.

How adequate do you think you are in relation to each of these items?

HOW ADEQUATE?

Your Name____________________________ Date____________________

Directions: The ratings of adequacy are on the following scale.

Check (✓) in the 5 column if you think you are very adequate.

Check (✓) in the 4 column if you think you are adequate.

Check (✓) in the 3 column if you think you are slightly inadequate.

Check (✓) in the 2 column if you think you are moderately inadequate.

Check (✓) in the 1 column if you think you are entirely inadequate.

Degree of Adequacy					Item
1	2	3	4	5	
					Knowledge
___	___	___	___	___	1. Understanding of women in the world of work.
___	___	___	___	___	2. Knowledge of the different occupations which fall in a specific home economics area.
___	___	___	___	___	3. Understanding of the various techniques which could be used to discover employment opportunities in the locale.
___	___	___	___	___	4. Understanding of essentials for constructing or revising a community survey form.
___	___	___	___	___	5. Understanding of principles of conducting the interview.
___	___	___	___	___	6. Knowledge and understanding of the total scope of occupational training program.

How adequate do you think you are in relation to each of these items?

Degree of Adequacy					Item
1	2	3	4	5	
					Knowledge cont'd.
___	___	___	___	___	7. Knowledge and understanding of the laws which make occupational training programs possible.
___	___	___	___	___	8. Knowledge of sources where information can be obtained regarding regional economic picture, status of families, employment picture, etc.
___	___	___	___	___	9. Knowledge and understanding of principles related to job analysis.
___	___	___	___	___	10. Understanding of the essentials of a good course outline for preparation for an occupation.
___	___	___	___	___	11. Understanding of the significance of the work experience phase in occupational preparation.
___	___	___	___	___	12. Understanding of the principles of learning involved in the teaching of the occupational phase of the program in home economics.
___	___	___	___	___	13. Knowledge and understanding of supervision principles as they relate to the work experience phase of the program and the follow-up program after the program is completed by the student.
___	___	___	___	___	14. Knowledge and understanding of the value of evaluation in reporting: - progress of trainees, - in planning of additional learning experiences, - in deciding upon appropriate occupational choices, - in reporting value of the program in the life of each individual.
___	___	___	___	___	15. Understanding the value of job placement and follow-up of the program.

How adequate do you think you are in relation to each of these items?

Degree of Adequacy					Item
1	2	3	4	5	
					__Knowledge__ cont'd.
___	___	___	___	___	16. Knowledge of availability of jobs, pay scales, working conditions, job requirements, employment agencies, employer expectations, labor laws and regulations, and Social Security.
___	___	___	___	___	17. Knowledge of the people in the locality where a program is to serve -- needs, abilities, aptitudes, desires, ambitions.
___	___	___	___	___	18. Knowledge and understanding of the abilities and aptitudes necessary for achieving a degree of success on a job.
___	___	___	___	___	19. Understanding of how to organize and work with an advisory committee for the occupational program.
___	___	___	___	___	20. Knowledge of the facilities, equipment, and budgetary requirements of an occupational program.
					__Abilities__
___	___	___	___	___	21. Ability to adapt to likenesses and differences when a home economics program is aimed towards occupational training rather than towards homemaking goals.
___	___	___	___	___	22. Being able to classify the different jobs into occupational clusters for the different preparation groups.
___	___	___	___	___	23. Ability to design or adapt an existing community survey form.
___	___	___	___	___	24. Ability to conduct an interview to complete a survey schedule.
___	___	___	___	___	25. Ability to explain program to administrators, to employers, to the general public.

How adequate do you think you are in relation to each of these items?

Degree of Adequacy					
1	2	3	4	5	Item
					Abilities cont'd.
___	___	___	___	___	26. Ability to interpret laws and the programs provisions.
___	___	___	___	___	27. Ability to assimilate resource material into local needs.
___	___	___	___	___	28. Ability to do a job analysis for an occupation.
___	___	___	___	___	29. Ability to revise or develop a course outline based upon a job analysis.
___	___	___	___	___	30. Ability to make arrangements for a work experience program including contacting employers, letting contracts, school arrangements, transportation, etc.
___	___	___	___	___	31. Ability to observe, report, and evaluate progress made towards proficiency.
___	___	___	___	___	32. Ability to create a learning environment geared to individual differences, group stimulation, and realistic practices.
___	___	___	___	___	33. Ability to use the principles of supervision as trainees are involved in classroom learning experiences, in the work experience program, and on the job.
___	___	___	___	___	34. Ability to select and administer appropriate evaluation devices and tests for the different objectives of the program.
___	___	___	___	___	35. Ability to work with employment agencies and employers in placement of trainees and follow-up of the trainees on the job.

How adequate do you think you are in relation to each of these items?

Degree of Adequacy					Item
1	2	3	4	5	
					Abilities cont'd.
___	___	___	___	___	36. Ability to select trainees who have the aptitude, ability, and interest needed to succeed in an occupational preparation program.
___	___	___	___	___	37. Ability to organize and cooperate with management, labor, and public school officials as they help advise the occupational phase of the home economics program.
___	___	___	___	___	38. Ability to help establish or adapt new or existing facilities and equipment for an occupational program and to effectively manage the financial arrangements for the program.
					Attitudes
___	___	___	___	___	39. Being sold on the idea of the importance of the occupational preparation program in the educational field.
___	___	___	___	___	40. Being committed to the necessity of a work experience program.
___	___	___	___	___	41. Being sold on the development of skills (needed in an occupation) to the proficiency level.
___	___	___	___	___	42. Being dedicated to the worth of each individual and her progress made towards the objectives.
___	___	___	___	___	43. Being committed to those teaching procedures which enable each trainee to develop to her greatest potential.
___	___	___	___	___	44. Being willing to devote the time and energy needed to supervise a work-experience program and a follow-up of the training program.
___	___	___	___	___	45. Being sold on the idea that agencies, industry, and education can build an excellent occupational program when they all work together for this end.

Appendix C-2

THIS WEEK

NAME______________________________ DATE__________________

The "BIG IDEAS" I learned this week about occupational preparation were:

Appendix C-3

TABLE 1

PRE-TEST RESULTS FROM THE "OCCUPATIONAL CHECKLIST" SHOWING SCORES OF IMPORTANCE FOR EACH OF THE 48 ITEMS*

Domain Knlg.	Numbers and Scores 5	4	3	2	1	N	Score	Domains Ability	Numbers and Scores 5	4	3	2	1	N	Score
1	11(55)	8(32)	8(24)	0	0	27	(111)	21	22(110)	4(16)	1(3)	0	0	27	(129)
2	15(75)	11(44)	0	0	1(1)	27	(120)	22	12(60)	10(40)	5(15)	0	0	27	(115)
3	17(85)	9(36)	1(3)	0	0	27	(124)	23	8(40)	12(48)	6(18)	1(2)	0	27	(108)
4	6(30)	10(40)	8(24)	3(6)	0	27	(100)	24	10(50)	9(36)	8(24)	0	0	27	(110)
5	11(55)	10(40)	6(18)	0	0	27	(113)	25	25(125)	1(4)	1(3)	0	0	27	(132)
6	15(75)	9(36)	3(9)	0	0	27	(120)	26	12(60)	10(40)	5(15)	0	0	27	(115)
7	8(40)	9(36)	7(21)	3(6)	0	27	(103)	27	19(95)	8(32)	0	0	0	27	(127)
8	10(50)	8(32)	7(21)	2(4)	0	27	(107)	28	17(85)	10(40)	0	0	0	27	(125)
9	13(65)	11(44)	3(9)	0	0	27	(118)	29	20(100)	5(20)	2(6)	0	0	27	(126)
10	22(110)	4(16)	1(3)	0	0	27	(129)	30	17(85)	8(32)	2(6)	0	0	27	(123)
11	16(80)	10(40)	1(3)	0	0	27	(123)	31	17(85)	9(36)	0	1(2)	0	27	(123)
12	16(80)	9(36)	2(6)	0	0	27	(122)	32	20(100)	6(24)	1(3)	0	0	27	(127)
13	21(105)	5(20)	1(3)	0	0	27	(128)	33	18(90)	8(32)	1(3)	0	0	27	(125)
14a	17(85)	8(32)	2(6)	0	0	27	(123)	34	16(80)	9(36)	2(6)	0	0	27	(122)
14b	20(100)	6(24)	1(3)	0	0	27	(127)	35	15(75)	10(40)	2(6)	0	0	27	(121)
14c	18(90)	6(24)	3(9)	0	0	27	(123)	36	15(75)	12(48)	0	0	0	27	(123)
14d	12(60)	12(48)	2(6)	1(2)	0	27	(116)	37	20(100)	5(20)	2(6)	0	0	27	(126)
15	14(70)	9(36)	4(12)	0	0	27	(118)	38	14(70)	11(44)	2(6)	0	0	27	(120)
16	18(90)	9(36)	0	0	0	27	(126)								

TABLE 1 -- Continued

Domain	Numbers and Scores							Domain	Numbers and Scores						
Knlg.	5	4	3	2	1	N	Score	Attitude	5	4	3	2	1	N	Score
17	14(70)	9(36)	4(12)	0	0	27	(118)	39	19(95)	7(28)	1(3)	0	0	27	(126)
18	17(85)	7(28)	3(9)	0	0	27	(122)	40	12(60)	14(56)	0	0	1(1)	27	(117)
19	12(60)	10(40)	5(15)	0	0	27	(115)	41	16(80)	9(36)	2(6)	0	0	27	(122)
20	14(70)	13(52)	0	0	0	27	(122)	42	21(105)	5(20)	0	1(2)	0	27	(127)
								43	25(125)	2(8)	0	0	0	27	(133)
								44	21(105)	6(24)	0	0	0	27	(129)
								45	19(95)	8(32)	0	0	0	27	(127)

* Scores are within the brackets ( ).

Appendix C-3

TABLE 2

PRE-TEST RESULTS FROM THE "OCCUPATIONAL CHECKLIST" SHOWING SCORES OF ADEQUACY FOR EACH OF THE 48 ITEMS*

Domain			Numbers and Scores					Domains			Numbers and Scores				
Knlg.	5	4	3	2	1	N	Score	Ability	5	4	3	2	1	N	Score
1	4(20)	15(60)	5(15)	3(6)	0	27	(101)	21	5(25)	10(40)	7(21)	5(10)	0	27	(97)
2	1(5)	11(44)	10(30)	5(10)	0	27	(89)	22	4(20)	2(8)	9(27)	9(18)	3(3)	27	(76)
3	1(5)	3(12)	12(36)	7(14)	4(4)	27	(71)	23	0	5(20)	11(33)	6(12)	5(5)	27	(70)
4	0	5(20)	10(30)	6(12)	6(6)	27	(68)	24	3(15)	9(36)	7(21)	4(8)	4(4)	27	(84)
5	1(5)	14(56)	5(15)	5(10)	2(2)	27	(88)	25	3(15)	5(20)	9(27)	6(12)	4(4)	27	(78)
6	0	5(20)	9(27)	8(16)	5(5)	27	(68)	26	0	3(12)	9(27)	8(16)	6(6)	27	(61)
7	0	2(8)	14(42)	8(16)	3(3)	27	(69)	27	1(5)	8(32)	8(24)	7(14)	3(3)	27	(78)
8	1(5)	3(12)	7(21)	11(22)	5(5)	27	(65)	28	3(15)	2(8)	9(27)	8(16)	5(5)	27	(71)
9	1(5)	4(16)	7(21)	8(16)	7(7)	27	(65)	29	3(15)	2(8)	9(27)	7(14)	6(6)	27	(70)
10	0	5(20)	9(27)	9(18)	4(4)	27	(69)	30	1(5)	7(28)	7(21)	8(16)	4(4)	27	(74)
11	8(40)	6(24)	8(24)	4(8)	1(1)	27	(97)	31	1(5)	9(36)	10(30)	7(14)	0	27	(85)
12	3(15)	5(20)	10(30)	7(14)	2(2)	27	(81)	32	2(10)	10(40)	9(27)	5(10)	1(1)	27	(86)
13	0	4(16)	8(24)	7(14)	8(8)	27	(62)	33	1(5)	6(24)	12(36)	8(16)	0	27	(81)
14a	2(10)	5(20)	7(21)	8(16)	5(5)	27	(72)	34	0	6(24)	10(30)	7(14)	4(4)	27	(72)
14b	2(10)	3(12)	11(33)	6(12)	5(5)	27	(72)	35	2(10)	10(40)	6(18)	8(16)	1(1)	27	(85)
14c	2(10)	6(24)	7(21)	9(18)	3(3)	27	(76)	36	0	7(28)	10(30)	8(16)	2(2)	27	(76)
14d	2(10)	4(16)	10(30)	6(12)	5(5)	27	(73)	37	2(10)	9(36)	10(30)	3(6)	3(3)	27	(85)
15	5(25)	6(24)	8(24)	5(10)	3(3)	27	(86)	38	1(5)	7(28)	10(30)	5(10)	4(4)	27	(77)
16	0	3(12)	8(24)	9(18)	7(7)	27	(61)								

TABLE 2 -- Continued

Domain	Numbers and Scores								Numbers and Scores						
Knlg.	5	4	3	2	1	N	Score	Attitudes	5	4	3	2	1	N	Score
17	2(10)	5(20)	6(18)	11(22)	3(3)	27	(73)	39	15(75)	11(44)	1(3)	0	0	27	(122)
18	4(20)	11(44)	6(18)	5(10)	1(1)	27	(93)	40	13(65)	10(40)	3(9)	0	1(1)	27	(115)
19	0	6(24)	9(27)	6(12)	6(6)	27	(69)	41	13(65)	12(48)	1(3)	1(2)	0	27	(118)
20	1(5)	2(8)	11(33)	6(12)	7(7)	27	(65)	42	14(70)	11(44)	1(3)	0	1(1)	27	(118)
								43	9(45)	15(60)	3(9)	0	0	27	(114)
								44	15(95)	9(36)	3(9)	0	0	27	(120)
								45	14(70)	10(40)	3(9)	0	0	27	(119)

* Scores are within the brackets ( ).

Appendix C-3

TABLE 3

PRE-TEST RESULTS FROM THE "OCCUPATIONAL CHECKLIST" SHOWING SCORES OF IMPORTANCE AND ADEQUACY WITH THEIR DIFFERENCES FOR THE 48 ITEMS*

	Knowledge									Abilities							
	Percentiles									Percentiles							
Item	40%	50%	60%	70%	80%	90%	100%	D	Item	40%	50%	60%	70%	80%	90%	100%	D
1				(101)	111			10	21				(97)		129		32
2			(89)		120			31	22		(76)			115			39
3		(71)				124		53	23		(70)			108			38
4		(68)		100				32	24			(84)		110			26
5			(88)		113			25	25		(78)				132		54
6		(68)			120			52	26	(61)				115			54
7		(69)		103				34	27		(78)				127		49
8	(65)			107				42	28		(71)				125		54
9	(65)				118			53	29		(70)				126		56
10		(69)				129		60	30		(74)				123		49
11				(97)		123		26	31			(85)			123		28
12			(81)			122		41	32			(86)			127		41
13	(62)					128		66	33			(81)			125		44
14a		(72)				123		51	34		(72)				122		50
14b		(72)				127		55	35			(85)		121			36
14c		(76)				123		48	36		(76)				123		47
14d		(73)			116			43	37			(85)			126		41
15			(86)		118			32	38		(77)			120			43
16	(61)					126		65									

TABLE 3 -- Continued

	Knowledge								Attitudes							
	Percentiles									Percentiles						
Item	40%	50%	60%	70%	80%	90%	100%	D *	Item	40%	50%	60%	70%	80%	90%	100%	D
17		(73)			118			45	39						(122) 126		4
18			(93)			122		29	40					(115) 117			2
19		(69)			115			46	41					(118)	122		4
20	(65)					122		57	42					(118)	127		9
									43					(114)	133		19
									44					(120)	129		9
									45					(119)	127		8

* Adequacy scores are in brackets.

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TABLE 4

MID-TEST RESULTS FROM THE "OCCUPATIONAL CHECKLIST" SHOWING SCORES OF IMPORTANCE FOR EACH OF THE 48 ITEMS*

Domain	Numbers and Scores							Domains	Numbers and Scores						
Knlg.	5	4	3	2	1	N	Score	Ability	5	4	3	2	1	N	Score
1	14(70)	9(36)	3(9)	1(2)	0	27	(117)	21	15(75)	8(32)	4(12)	0	0	27	(119)
2	20(100)	5(20)	2(6)	0	0	27	(126)	22	10(50)	15(60)	2(6)	0	0	27	(116)
3	23(115)	4(16)	0	0	0	27	(131)	23	11(55)	12(48)	4(12)	0	0	27	(115)
4	16(80)	10(40)	1(3)	0	0	27	(123)	24	12(60)	13(52)	2(6)	0	0	27	(118)
5	14(70)	11(44)	2(6)	0	0	27	(120)	25	27(135)	0	0	0	0	27	(135)
6	24(120)	3(12)	0	0	0	27	(132)	26	12(60)	11(44)	4(12)	0	0	27	(116)
7	19(95)	7(28)	1(3)	0	0	27	(126)	27	19(95)	8(32)	0	0	0	27	(127)
8	14(70)	9(36)	4(12)	0	0	27	(118)	28	18(90)	9(36)	0	0	0	27	(126)
9	17(85)	9(36)	1(3)	0	0	27	(124)	29	22(110)	5(20)	0	0	0	27	(130)
10	22(110)	4(16)	1(3)	0	0	27	(129)	30	21(105)	6(24)	0	0	0	27	(129)
11	20(100)	5(20)	2(6)	0	0	27	(126)	31	22(110)	5(20)	0	0	0	27	(130)
12	14(70)	12(48)	1(3)	0	0	27	(121)	32	22(110)	5(20)	0	0	0	27	(130)
13	20(100)	7(28)	0	0	0	27	(128)	33	19(95)	7(28)	1(3)	0	0	27	(126)
14a	19(95)	8(32)	0	0	0	27	(127)	34	18(90)	7(28)	2(6)	0	0	27	(124)
14b	22(110)	4(16)	1(3)	0	0	27	(129)	35	15(75)	10(40)	2(6)	0	0	27	(121)
14c	18(90)	8(32)	1(3)	0	0	27	(125)	36	15(75)	8(32)	4(12)	0	0	27	(119)
14d	19(95)	6(24)	2(6)	0	0	27	(125)	37	18(90)	9(36)	0	0	0	27	(126)
15	21(105)	6(24)	0	0	0	27	(129)	38	20(100)	5(20)	2(6)	0	0	27	(126)
16	20(100)	7(28)	0	0	0	27	(128)								

TABLE 4 -- Continued

Domain	Numbers and Scores							Domains	Numbers and Scores						
Knlg.	5	4	3	2	1	N	Score	Attitudes	5	4	3	2	1	N	Score
17	21(105)	5(20)	1(3)	0	0	27	(128)	39	24(120)	3(12)	0	0	0	27	(132)
18	21(105)	5(20)	1(3)	0	0	27	(128)	40	16(80)	10(40)	1(3)	0	0	27	(123)
19	19(95)	8(32)	0	0	0	27	(127)	41	20(100)	7(28)	0	0	0	27	(128)
20	17(85)	10(40)	0	0	0	27	(125)	42	24(120)	3(12)	0	0	0	27	(132)
								43	23(115)	4(16)	0	0	0	27	(131)
								44	22(110)	5(20)	0	0	0	27	(130)
								45	21(105)	6(24)	0	0	0	27	(129)

* Scores are within the brackets ( ).

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TABLE 5

MID-TEST RESULTS FROM THE "OCCUPATIONAL CHECKLIST" SHOWING SCORES OF ADEQUACY FOR EACH OF THE 48 ITEMS*

Domain Knlg.	Numbers and Scores							Domains Ability	Numbers and Scores						
	5	4	3	2	1	N	Score		5	4	3	2	1	N	Score
1	6(30)	17(68)	4(12)	0	0	27	(110)	21	11(55)	13(52)	3(9)	0	0	27	(116)
2	3(15)	20(80)	3(9)	1(2)	0	27	(106)	22	7(35)	16(64)	4(12)	0	0	27	(111)
3	5(25)	17(68)	3(9)	2(4)	0	27	(106)	23	4(20)	16(64)	7(21)	0	0	27	(105)
4	2(10)	18(72)	7(21)	0	0	27	(103)	24	7(35)	18(72)	2(6)	0	0	27	(113)
5	6(30)	19(76)	2(6)	0	0	27	(112)	25	11(55)	13(52)	3(9)	0	0	27	(116)
6	6(30)	15(60)	6(18)	0	0	27	(108)	26	5(25)	11(44)	10(30)	0	1(1)	27	(100)
7	4(20)	13(42)	9(27)	0	1(1)	27	(90)	27	10(50)	16(64)	1(3)	0	0	27	(117)
8	4(20)	20(80)	2(6)	1(2)	0	27	(108)	28	14(70)	13(52)	0	0	0	27	(122)
9	12(60)	13(52)	2(6)	0	0	27	(118)	29	11(55)	16(64)	0	0	0	27	(119)
10	12(60)	15(60)	0	0	0	27	(120)	30	6(30)	18(72)	3(9)	0	0	27	(111)
11	16(80)	11(44)	0	0	0	27	(124)	31	9(45)	16(64)	2(6)	0	0	27	(115)
12	10(50)	13(52)	3(9)	1(2)	0	27	(113)	32	8(40)	17(68)	2(6)	0	0	27	(114)
13	9(45)	11(44)	7(21)	0	0	27	(110)	33	9(45)	14(56)	4(12)	0	0	27	(113)
14a	15(75)	11(44)	1(3)	0	0	27	(122)	34	7(35)	15(60)	5(15)	0	0	27	(110)
14b	14(70)	12(48)	1(3)	0	0	27	(121)	35	4(20)	22(88)	1(3)	0	0	27	(111)
14c	10(50)	13(52)	4(12)	0	0	27	(114)	36	4(20)	15(60)	7(21)	1(2)	0	27	(103)
14d	9(45)	14(56)	4(12)	0	0	27	(113)	37	5(25)	21(84)	1(3)	0	0	27	(110)
15	16(80)	10(40)	1(3)	0	0	27	(123)	38	8(40)	15(60)	4(12)	0	0	27	(112)
16	1(5)	6(24)	16(48)	4(8)	0	27	(85)								

TABLE 5 -- Continued

Domain Knlg.	Numbers and Scores							Domains Attitudes	Numbers and Scores						
	5	4	3	2	1	N	Score		5	4	3	2	1	N	Score
17	4(20)	12(48)	7(21)	4(8)	0	27	(97)	39	24(120)	3(12)	0	0	0	27	(132)
18	8(40)	17(68)	2(6)	0	0	27	(114)	40	24(120)	3(12)	0	0	0	27	(132)
19	7(35)	14(56)	5(10)	0	1(1)	27	(102)	41	24(120)	3(12)	0	0	0	27	(132)
20	9(45)	9(36)	9(27)	0	0	27	(108)	42	25(125)	2(8)	0	0	0	27	(133)
								43	25(125)	2(8)	0	0	0	27	(133)
								44	24(125)	3(12)	0	0	0	27	(132)
								45	26(130)	1(4)	0	0	0	27	(134)

* Scores are within the brackets ( ).

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TABLE 6

MID-TEST FROM THE "OCCUPATIONAL CHECKLIST" SHOWING SCORES OF IMPORTANCE AND ADEQUACY WITH THEIR DIFFERENCES FOR THE 48 ITEMS*

	Knowledge							
	Percentiles							
Item	40%	50%	60%	70%	80%	90%	100%	D
1					(110)			
					117			7
2				(106)		126		20
3				(106)		131		25
4				(103)		123		20
5					(112)			
					120			8
6					(108)	132		27
7			(90)			126		36
8					(108)			
					118			10
9					(118)	124		6
10					(120)	129		9
11						(124)		
						126		2
12					(113)			
					121			8
13					(110)	128		18

	Abilities							
	Percentiles							
Item	40%	50%	60%	70%	80%	90%	100%	D
21					(116)			
					119			3
22					(111)			
					116			5
23				(105)	115			10
24					(113)			
					118			5
25					(116)	135		19
26				(100)	116			16
27					(117)	127		10
28						(122)		
						126		4
29					(119)	130		11
30					(111)	129		18
31					(115)	130		15
32					(114)	130		16
33					(113)	126		13

TABLE 6 -- Continued

	Knowledge									Abilities							
	Percentiles									Percentiles							
Item	40%	50%	60%	70%	80%	90%	100%	D	Item	40%	50%	60%	70%	80%	90%	100%	D
14a						(122) 127		5	34					(110)	124		14
14b					(121)	129		8	35					(111) 121			10
14c					(114)	125		11	36				(103)	119			16
14d					(113)	125		12	37					(110)	126		16
15						(123) 129		6	38					(112)	126		14
16			(85.0)			128		43					Attitudes				
17				(97)		128		31	39						(132) 132		0
18					(114)	128		14	40						(132) 123		+10
19					(102)	127		25	41						(132) 128		+4
20					(108)	125		17	42						(133) 132		+1
									43						(133) 131		+2
									44						(132) 130		+2
									45						(134) 129		+5

* Scores of Adequacy are in brackets ( ).

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TABLE 7

POST-TEST RESULTS FROM THE "OCCUPATIONAL CHECKLIST" SHOWING SCORES OF IMPORTANCE FOR EACH OF THE 48 ITEMS*

Domain	Numbers and Scores							Domains	Numbers and Scores						
Knlg.	5	4	3	2	1	N	Score	Ability	5	4	3	2	1	N	Score
1	15(75)	10(40)	2(6)	0	0	27	(121)	21	19(95)	7(28)	1(3)	0	0	27	(126)
2	21(105)	5(20)	1(3)	0	0	27	(128)	22	14(70)	13(52)	0	0	0	27	(122)
3	22(110)	5(20)	0	0	0	27	(130)	23	14(70)	12(48)	1(3)	0	0	27	(121)
4	14(70)	11(44)	2(6)	0	0	27	(120)	24	19(95)	8(32)	0	0	0	27	(127)
5	19(95)	8(32)	0	0	0	27	(127)	25	27(135)	0	0	0	0	27	(135)
6	23(115)	3(12)	1(3)	0	0	27	(130)	26	16(80)	10(40)	1(3)	0	0	27	(123)
7	19(95)	6(24)	2(6)	0	0	27	(125)	27	21(105)	6(24)	0	0	0	27	(129)
8	15(75)	11(44)	1(3)	0	0	27	(122)	28	24(120)	3(12)	0	0	0	27	(132)
9	19(95)	8(32)	0	0	0	27	(127)	29	26(130)	1(4)	0	0	0	27	(134)
10	23(115)	4(16)	0	0	0	27	(131)	30	22(110)	5(20)	0	0	0	27	(130)
11	23(115)	4(16)	0	0	0	27	(131)	31	22(110)	5(20)	0	0	0	27	(130)
12	24(120)	2(8)	1(3)	0	0	27	(131)	32	25(125)	2(8)	0	0	0	27	(133)
13	21(105)	6(24)	0	0	0	27	(129)	33	21(105)	6(24)	0	0	0	27	(129)
14a	21(105)	6(24)	0	0	0	27	(129)	34	21(105)	5(20)	1(3)	0	0	27	(128)
14b	22(110)	5(20)	0	0	0	27	(130)	35	20(100)	7(28)	0	0	0	27	(128)
14c	21(105)	5(20)	1(3)	0	0	27	(128)	36	19(95)	8(32)	0	0	0	27	(127)
14d	22(110)	4(16)	1(3)	0	0	27	(129)	37	25(125)	2(8)	0	0	0	27	(133)
15	21(105)	6(24)	0	0	0	27	(129)	38	21(105)	6(24)	0	0	0	27	(129)
16	24(120)	3(12)	0	0	0	27	(132)								

TABLE 7 -- Continued

Domain	Numbers and Scores							Domains	Numbers and Scores						
Knlg.	5	4	3	2	1	N	Score	Attitudes	5	4	3	2	1	N	Score
17	19(95)	7(28)	1(3)	0	0	27	(126)	39	23(115)	4(16)	0	0	0	27	(131)
18	23(115)	4(16)	0	0	0	27	(131)	40	23(115)	4(16)	0	0	0	27	(131)
19	19(95)	8(32)	0	0	0	27	(127)	41	25(125)	2(8)	0	0	0	27	(133)
20	20(100)	7(28)	0	0	0	27	(128)	42	25(125)	2(8)	0	0	0	27	(133)
								43	23(115)	4(16)	0	0	0	27	(131)
								44	23(115)	3(12)	1(3)	0	0	27	(130)
								45	23(115)	4(16)	0	0	0	27	(131)

*Scores are within the brackets ( ).

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TABLE 8

POST-TEST RESULTS FROM THE "OCCUPATIONAL CHECKLIST" SHOWING SCORES OF ADEQUACY FOR EACH OF THE 48 ITEMS*

Domain Knlg.	Numbers and Scores 5	4	3	2	1	N	Score	Domain Ability	Numbers and Scores 5	4	3	2	1	N	Score
1	11(55)	14(56)	2(6)	0	0	27	(117)	21	12(60)	10(40)	5(15)	0	0	27	(115)
2	5(25)	20(80)	2(6)	0	0	27	(111)	22	10(50)	14(56)	3(9)	0	0	27	(115)
3	7(35)	18(72)	2(6)	0	0	27	(113)	23	8(40)	16(64)	3(9)	0	0	27	(113)
4	6(30)	17(68)	3(9)	1(2)	0	27	(109)	24	11(55)	14(56)	2(6)	0	0	27	(117)
5	12(60)	13(52)	2(6)	0	0	27	(118)	25	7(35)	15(60)	5(15)	0	0	27	(110)
6	5(25)	18(72)	4(12)	0	0	27	(109)	26	1(5)	14(56)	12(36)	0	0	27	(97)
7	2(10)	16(64)	9(27)	0	0	27	(101)	27	7(35)	17(68)	3(9)	0	0	27	(112)
8	10(50)	14(56)	3(9)	0	0	27	(115)	28	12(60)	12(48)	3(9)	0	0	27	(117)
9	12(60)	13(52)	2(6)	0	0	27	(108)	29	8(40)	12(48)	6(18)	1(2)	0	27	(108)
10	10(50)	13(52)	3(9)	1(2)	0	27	(113)	30	4(20)	17(68)	6(18)	0	0	27	(106)
11	21(105)	5(20)	1(3)	0	0	27	(128)	31	6(30)	15(60)	6(18)	0	0	27	(108)
12	9(45)	11(44)	7(21)	0	0	27	(110)	32	8(40)	12(48)	7(21)	0	0	27	(109)
13	9(45)	13(52)	5(15)	0	0	27	(112)	33	7(35)	13(52)	7(21)	0	0	27	(108)
14a	7(35)	19(76)	1(3)	0	0	27	(114)	34	3(15)	15(60)	8(24)	1(2)	0	27	(101)
14b	8(40)	16(64)	3(9)	0	0	27	(113)	35	8(40)	16(64)	2(6)	1(2)	0	27	(112)
14c	5(25)	20(80)	2(6)	0	0	27	(111)	36	3(15)	18(72)	6(18)	0	0	27	(105)
14d	6(30)	16(64)	5(15)	0	0	27	(109)	37	10(50)	13(52)	4(12)	0	0	27	(114)
15	14(70)	12(48)	1(3)	0	0	27	(121)	38	8(40)	13(52)	6(18)	0	0	27	(110)
16	3(15)	13(52)	11(33)	0	0	27	(100)								

TABLE 8 -- Continued

Domain	Numbers and Scores							Domains	Numbers and Scores						
Knlg.	5	4	3	2	1	N	Score	Attitudes	5	4	3	2	1	N	Score
17	7(35)	12(48)	6(18)	0	0	27	(101)	39	22(110)	2(8)	3(9)	0	0	27	(127)
18	9(45)	12(48)	6(18)	0	0	27	(111)	40	21(105)	5(20)	1(3)	0	0	27	(128)
19	4(20)	18(72)	5(15)	0	0	27	(107)	41	24(120)	2(8)	1(3)	0	0	27	(131)
20	5(25)	15(60)	7(21)	0	0	27	(106)	42	25(125)	2(8)	0	0	0	27	(133)
								43	22(110)	5(20)	0	0	0	27	(130)
								44	20(100)	5(20)	2(6)	0	0	27	(126)
								45	24(120)	3(12)	0	0	0	27	(132)

* Scores are within the brackets ( ).

Appendix 3-C

TABLE 9

POST-TEST FROM THE "OCCUPATIONAL CHECKLIST" SHOWING SCORES OF IMPORTANCE AND ADEQUACY WITH THEIR DIFFERENCES FOR THE 48 ITEMS*

	Knowledge									Abilities							
	Percentiles									Percentiles							
Item	40%	50%	60%	70%	80%	90%	100%	D	Item	40%	50%	60%	70%	80%	90%	100%	D
1					(117)				21					(115)	126		11
					121			4									
2					(111)	128		17	22					(115)	122		7
3					(113)	130		17	23					(113)			
														121			8
4					(109)				24					(117)	127		10
					120			11									
5					(118)	127		9	25					(110)	135		25
6					(109)	130		21	26				(97)		123		16
7				(101)		125		24	27					(112)	129		17
8					(115)	122		7	28					(117)	132		15
9					(108)	127		19	29					(108)	134		26
10					(113)	131		18	30				(106)		130		24
11						(128)			31					(108)	130		22
						131		3									
12					(110)	131		21	32					(109)	133		24
13					(112)	129		17	33					(108)	129		21
14a					(114)	129		15	34				(101)		128		27
14b					(113)	130		17	35					(112)	128		16

TABLE 9 -- Continued

	Knowledge									Abilities							
	Percentiles									Percentiles							
Item	40%	50%	60%	70%	80%	90%	100%	D	Item	40%	50%	60%	70%	80%	90%	100%	D
14c					(111)	128		17	36				(105)		127		22
14d					(109)	129		20	37					(114)	133		19
15					(121)	129		8	38					(110)	129		19
16				(100)		132		32					Attitudes				
17				(101)		126		25	39						(127)		
															131		4
18					(111)	131		20	40						(128)		
															131		3
19				(107)		127		20	41						(131)		
															133		2
20				(106)		128		22	42						(133)		
															133		0
									43						(130)		
															131		1
									44						(126)		
															130		4
									45						(132)		
															131		+1

* Adequacy scores are in brackets ( ).